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THE UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled School Administrative Tasks and the Position of Deputy-Principal in Victorian High Schools submitted by Donald Arthur Sinclair in partial fulfilment of the requirements for the degree of Master of Education.

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THE UNIVERSITY OF ALBERTA  
SCHOOL ADMINISTRATIVE TASKS AND THE POSITION OF  
DEPUTY-PRINCIPAL IN VICTORIAN HIGH SCHOOLS

by



DONALD ARTHUR SINCLAIR

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
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## ABSTRACT

This study involved an investigation of the administrative tasks in Victorian high schools with particular reference to the position of deputy-principal. Four groups of respondents: inspectors, principals, deputy-principals and teachers, were involved in the study.

A list of 88 non-teaching administrative tasks likely to be relevant to the functioning of a Victorian high school, and divided into seven task categories, was submitted to respondents. All were accepted as legitimate in Victorian high schools. The performance of each task in schools was investigated and the data reported. Most of the tasks were performed in the majority of schools.

The perceived importance of each task for the functioning of the school was investigated, both individually and by category, and also in relation to all other tasks and categories. The responses for each of the four respondent groups, plus the all-group response, were compared and a very high level of agreement was found between groups in rating all tasks and categories. Non-parametric tests of statistical significance were used because of the observed distribution of the data. Individual tasks were found to rank in a clear hierarchy of importance and the data for each of these is reported. Curriculum and special services tasks were ranked as the most important task category, closely followed by teacher personnel tasks, with community relations, student

personnel, clerical and office functions, school management, and extra-curricula activity tasks ranked in descending order.

The ideal involvement of the deputy-principal in each task was also investigated and a close correlation was found between task importance and involvement by the deputy-principal. When task categories were considered student personnel, teacher personnel, community relations, school management, extra-curricula activities, clerical and office tasks and curriculum and special services tasks were ranked in descending order. There was also a high level of agreement between groups in rating individual tasks and categories in terms of ideal involvement by the deputy-principal.

Deputy-principals reported their actual involvement in each of the tasks and the operational situation closely approximated to the perceived ideal involvement reported by groups. Respondents believed that the role of the position of deputy-principal should be more clearly defined, and that all high schools should have a deputy-principal regardless of enrolment levels. Larger high schools should have more than one position for a deputy-principal. The deputy-principal was regarded as the chief-of-staff responsible for the day-to-day operation of the school, and the position should involve a regular teaching allotment in addition to administrative duties.

Teachers generally ranked tasks lower than all other groups, both in regard to importance and ideal involvement by the deputy-principal, and they also exhibited the widest range of opinions in rating



tasks. Deputy-principals scored more than half of all tasks higher in importance than all other groups, while inspectors exhibited the highest level of agreement in rating tasks, both in importance and ideal deputy-principal involvement.



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## Chapter 1

### THE RESEARCH PROBLEM AND DEFINITION OF TERMS

The purpose of this study was to investigate the position of the deputy-principal in Victorian (Australia) high schools, and its relation to the administrative task structure of schools, with the intention of suggesting a task role description for the position.

The research involved consideration of a comprehensive list of non-teaching tasks to determine which were regarded as legitimate in the schools, whether they were actually performed, the perceived degree of importance attached to each for the functioning of the school, and the perceived ideal involvement of the deputy-principal in each task. In addition the actual involvement of the deputy-principal in each task was also investigated, together with its frequency.

The administrative task structure of any school is often far more complex than a casual observation would suggest. In recent years with the increasing complexity of society and its awareness of matters of social concern, there has been a continuing tendency to expect the school to undertake new tasks and roles without any real consideration being given to their implications. Thus the administrative task pattern of schools has expanded and become more complex. No formal



study of this pattern was known to have been made in Victorian high schools prior to the present study.

The task pattern of any school may be unique, but it will invariably include a number of tasks common to all schools. One of the purposes of this study was to determine which tasks were actually performed in schools.

Following the general identification of the school task pattern, the study examined the perceived importance of each task for the functioning of the school. Four distinct groups of respondents were involved; three in-school groups comprising principals, deputy-principals and teachers, together with the central administration Board of Secondary Inspectors. An analysis was made of each group response to determine whether significant differences existed, and if so, to suggest possible reasons for these. Focus was given to the position of deputy-principal and task involvement because this position was created only in 1968, and it was evident that there was considerable diversity in the development of the position between schools. Therefore, this study sought to identify those tasks which might be considered to be particularly appropriate or otherwise to the position of deputy-principal, and to further examine the actual involvement of deputy-principals in each task.

#### THE RESEARCH PROBLEM

The study involved an investigation of two research problems

with associated sub-problems:

1. What was the perceived ideal involvement of the deputy-principal in specific administrative tasks in Victorian high schools?
  - (a) Which tasks were regarded as legitimate in Victorian high schools?
  - (b) Which tasks were actually performed in the schools?
  - (c) What was the perceived importance of each task for the functioning of the school?
2. What was the actual involvement of deputy-principals in each task, and what was the frequency of their involvement?

By an analysis of these questions it was intended to suggest a task role description and to consider the status of the position of deputy-principal in a Victorian high school.

## BACKGROUND TO THE STUDY

### Organization of Public Education

The public or state education system in Victoria is typical of all the six Australian states, in that it is a highly centralized system administered by the Education Department with all activities controlled from a central office in Melbourne, the state capital. There are no local school boards or similar local education authorities. All finance for education is obtained from state consolidated revenue and federal grants. There is no local taxation levied for educational purposes.

All teaching staff are directly employed by the Education

Department of Victoria, and all permanent teachers have virtual security of tenure until retirement. A significant feature of the staff situation is that there is virtually no movement of personnel into the system beyond the initial avenues of entry into the teaching service. All positions of higher responsibility<sup>1</sup> are open only to existing members of the teaching service, with the result that all senior executive officers in the central administration, plus all principals, deputy-principals and senior teachers have been promoted within the organization and have previously been employed as a class teacher. Only a very insignificant proportion of staff personnel have any educational experience or training outside the system.

The state of Victoria occupies an area of 88,000 square miles, and with a population of more than 3.5 million people (September, 1972) is the most densely populated of the Australian states. Melbourne, the capital city, has a metropolitan population exceeding 2.4 million, and thus accounts for nearly 70 per cent of state population.

The Education Department of Victoria is organized with three separate teaching divisions involving primary, secondary and technical education. Each division is controlled by a Director, with assistant

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<sup>1</sup>The appointment of Director-General of Education and Assistant Directors-General is a cabinet matter and the positions are advertised for open competition, but in fact all appointments to the present have been internal, except for the present Assistant Director-General responsible for buildings and construction.



directors and a board of inspectors. The Director of Secondary Education is assisted by five Assistant Directors and more than 30 subject specialist inspectors. There is a separate classified roll of teachers for each division, and divisional transfers of teachers are rare, except at the lower levels. Primary education includes Infant grade and grades one to six. Post-primary education includes the two other divisions of secondary and technical education. At the conclusion of grade six, students have the option of enrolling in a high school (secondary) or a technical school. Traditionally, the high school or secondary school has offered a six-year academically-biased curricula with little emphasis on practical subjects. The technical schools mainly catered for boys only and offered trade courses for four years for non-academic students. In recent years significant developments have occurred in both types of schools with a considerable broadening of curricula. High schools still offer academic courses and remain the main avenue of entry to the universities and various professions, but they now usually offer a wide variety of practical and vocationally oriented courses. On the other hand technical schools have extended courses into the fifth and sixth year, and offer academic technical programs as well as trade entry programs. An increasing number of technical schools are now enrolling girls, and there is also a rapid expansion of tertiary colleges in the state, providing technical and business programs to degree level as an alternative to the traditional university courses.

### Victorian High Schools

In 1972 there was a total of 253 high schools in Victoria administered by the Secondary Division, with a total enrolment exceeding 171,000 students in forms one to six (grades seven to twelve). One hundred and thirty five high schools were in the Melbourne metropolitan area and 118 in country towns. There were four country provincial cities with more than one high school within their urban area. The principal of each high school reports directly to the Director of Secondary Education.

The responsibility for staffing of all schools is shared by the Education Department and the Teachers' Tribunal. The tribunal is a quasi-judicial body established by legislation and responsible for regulating salaries and conditions for teachers, as well as setting establishment schedules for staff in schools. The composition and function of the Teachers' Tribunal have been a source of teacher organization discontent for many years. Basically the tribunal consists of a government-appointed independent chairman, a government representative and an elected teachers' representative. At present there is a separate divisional tribunal for each of the three divisions of the teaching service, with teachers in each division electing their own representative.

Prior to 1968 there were separate classified rolls of male and female permanent teachers and all positions vacant in schools were advertised specifically for men or women only. With the exception of a

Table 1

Location and Student Enrolment of Victorian  
High Schools,\* 1972

| Student Enrolment      | Metropolitan** | Country | Total |
|------------------------|----------------|---------|-------|
| Less than 200 students | 4              | 8       | 12    |
| 200 - 299 students     | 5              | 19      | 24    |
| 300 - 399 students     | 6              | 16      | 22    |
| 400 - 499 students     | 5              | 13      | 18    |
| 500 - 599 students     | 4              | 17      | 21    |
| 600 - 699 students     | 10             | 9       | 19    |
| 700 - 799 students     | 14             | 14      | 28    |
| 800 - 899 students     | 33             | 11      | 44    |
| 900 - 999 students     | 32             | 9       | 41    |
| 1000 - 1099 students   | 12             | 1       | 13    |
| 1100 - 1199 students   | 8              | 1       | 9     |
| 1200 students or more  | 2              | -       | 2     |
| Totals                 | 135            | 118     | 253   |

\*All schools were co-educational with the exception of three boys' high schools and 19 girls' high schools.

\*\*As defined by Teachers' Tribunal Regulations.



small number of girls' high schools in the generally co-educational system, all principals' positions were restricted to male applicants only. There was a formal hierarchy of teaching positions in high schools, with four 'classes' of teachers forming a pyramid, and teachers advancing by promotion after a minimum number of years service in each class, and an appropriate efficiency assessment from the Board of Secondary Inspectors. Principals of schools were in one of the top three classes, according to the size of student enrolment in their schools. In 1968, as part of a salary and conditions award, the tribunal without prior notice, published a determination which effectively abolished the separate classified rolls of teachers according to sex, and opened all positions, including that of principal, to both male and female applicants. The formal hierarchy of staffing was also restructured to include four classes of teachers known as principal, senior teacher, senior assistant and assistant.

For the first time a general provision was made for all high schools having a confirmed enrolment of more than 500 students to provide a position for a deputy-principal.<sup>2</sup> Teachers appointed as a deputy-principal are regarded as a member of the principal class, and a later promotion as principal is officially regarded as appointment to a 'position of higher responsibility.' There are two salary levels, with

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<sup>2</sup>Several very large high schools had positions for 'vice-principals' prior to 1968.

Table 2

## Teaching Personnel in Victorian High Schools, 1972

## 1. Permanent Classified Teachers

| Class            | Men  | Women | Total |
|------------------|------|-------|-------|
| Principal        | 221  | 28    | 249   |
| Deputy-Principal | 122  | 51    | 173   |
| Senior Teacher   | 567  | 164   | 731   |
| Assistant*       | 3432 | 3287  | 6719  |
|                  | 4342 | 3530  | 7872  |

## 2. Temporary Teachers

|           |      |      |       |
|-----------|------|------|-------|
| Full-time | 1095 | 1590 | 2685  |
| Part-time | 135  | 1151 | 1284  |
|           | 5570 | 6271 | 11841 |

\*Assistants with Positions of Responsibility (formerly Senior Assistants) and Assistants are included in this category.

principals of schools with enrolments less than 500 receiving the identical salary as deputy-principals in schools having more than 500 students. Principals of schools having enrolments in excess of 500 receive a higher salary. Applicants for appointment as principal of a school with more than 500 students must already be members of the principal class; that is, they must be the principal of a smaller school or a deputy-principal.

At the same time of creating the new position of deputy-principal, the tribunal did not include any job specification and none has been published since. This matter is of considerable relevance to this study and is discussed in more detail in Chapter 13.

While the Teachers' Tribunal establishes and regulates the structural framework of the public education system, the Education Department is responsible for its operation. The traditional role of the Board of Secondary Inspectors has been to inspect both schools and individual teachers to control and maintain state-wide standards. They also awarded a personal efficiency assessment to each teacher, which virtually determined his or her eligibility for promotion to a higher position in the school system. This mandatory universal system of inspection has now been modified to a virtual 'assessment by request' situation. Teachers are entitled to appeal an assessment to the full Board of Secondary Inspectors, and are also free to produce any other evidence or references in support of their application for promotion.

Once a number of positions available in each school has been determined by the Teachers' Tribunal, another body known as the Committee of Classifiers invites applications and makes nominations to vacancies. This committee consists of an independent chairman, the Director of Secondary Education or his representative, and an elected teachers' representative. The list of nominations is published and any aggrieved applicant then has a right of appeal to the Teachers' Tribunal, whose decision is final.



## THE SIGNIFICANCE OF THE STUDY

Victorian public education has a long established pattern of centralized administration and control, with a well-defined formal position hierarchy for all staff, and little movement of personnel into the system above the base level. There is no formal requirement of any specific training or qualifications for appointment as principal or deputy-principal, although obviously the Board of Secondary Inspectors, the Committee of Classifiers and the Teachers' Tribunal each apply unpublished criteria when assessing teachers' efficiency and abilities, making appointments and hearing appeals.

The basic organization and task patterns for schools and principals developed over many years, with no specific professional administrative assistance being provided for the principal, and with a minimum of clerical assistance available. In this situation it was natural that in most schools the principal developed an administrative style which assumed direct responsibility for virtually the total range of school administrative tasks. The creation of the position of deputy-principal in 1968 presumably involved a recognition that the complexity and scale of the total administrative task in larger high schools required a sharing of responsibility between the principal and a deputy-principal. The appointment of deputy-principal thus created an entirely new situation in Victorian high schools, and had important implications for the re-organization of the administrative structure of

each school. It also resulted in particular problems in some situations where principals whose personality and leadership styles were adjusted to sole responsibility for the school unit could or would not adjust to the situation of shared responsibility inherent in the new position of deputy-principal.

This study was particularly important because of a number of very significant changes in philosophy and organization which were evident in Victoria at that time. The most relevant of these were:

1. The removal of curricula from centralized Education Department or University public external examination control, and the encouragement for individual schools to develop programs particularly suited to their unique needs and resources.
2. The marked change in focus of the duties of the Board of Secondary Inspectors from an assessment and regulatory function to an advisory and stimulus function for individual teachers and schools.
3. The significant changes in philosophy and emphasis of the teacher training institutions in regard to their own courses. Thus there is a particular stress on individuality and on values and methods, rather than on specific subject content and the maintenance of the existing structure of either school organization or of traditional subjects.
4. The tentative beginnings of a potential decentralization and re-organization of Victoria public education by the appointment of three regional directors in 1972 with general responsibility for all

schools within defined geographical areas of the state. This was a politically-initiated innovation, and it is as yet too early to know whether it was successful and will be extended to other areas of the state.

5. The growth of in-service education courses for administrators and potential administrators, both by the Education Department as the employer and by several of the universities and tertiary colleges as independent institutions.

6. The growing questioning by teachers' organizations of task patterns and organization of schools and a stated need for a close examination of the functions of teaching and non-teaching staff in schools. This particularly applies to the considerable number of tasks not directly connected with education or teaching skills which occupy a significant proportion of the professional teaching resources of a school.

#### DEFINITION OF TERMS

##### Administrative Task

A specific action performed or behaviour exhibited within an organization and concerned with the operation of that organization. In the present study it includes all school tasks other than teaching as identified in the questionnaire.



Deputy-Principal

The formal position existing in Victorian high schools having an enrolment of 500 or more students, and being immediately subordinate to that of principal in such schools.

Goal Achievement Task

A task directly related to the fulfilment of the stated or implicit objectives of the organization, and specifically distinguished from an organizational maintenance task as defined in this study.

Importance

Of significance or evident value or consequence in the function of a school.

Inspector

The formal position within the Secondary Schools Division of the Education Department of Victoria whereby subject specialists assess the efficiency of individual teachers and schools or provide advisory services to either. In this study the respondent group also includes the Director and Assistant Directors of Secondary Education as 'inspectors.'

Involvement

Participation in or association with a specific task occurring in the functioning of a school.

### Organizational Maintenance Task

A task directed towards the essential maintenance of an organization as an efficient operating system, in order to provide the necessary structure within which the goals or purposes of the organization might be achieved.

### Position

The formal location of a place within a particular organizational hierarchy, and one which exists independently of any specific incumbent.

### Principal

The formal position existing in Victorian high schools whereby the appointee is responsible for the operation of the school.

### Role

The behaviour expected to be exhibited by the incumbent of any position as the dynamic aspect of that position. This normative concept of role is independent of the individual occupying the position.

### School

The formal social organization existing for the instruction of children in skills and values. In the present study 'school' specifically refers to 253 high schools in Victoria offering courses to students in forms one to six (grades seven to twelve).

### Teacher

A staff member employed for the purpose of instructing students within a school. In this study 'teacher' refers to a staff member in a Victorian high school, but specifically excludes the principal and deputy-principal.

### ASSUMPTIONS AND LIMITATIONS OF THE STUDY

This study was based on the following assumptions:

1. That the 88 tasks constituted an adequate list of school administrative tasks, and included all significant task areas other than actual classroom instruction or tasks directly associated with this.
2. That respondents were both able and willing to give an honest individual response to each question in the study.
3. That the four selected respondent groups could be regarded as distinct groups in the study for the purpose of investigating whether significant differences do exist in attitudes to school administrative tasks within the total population of Victorian high school staff personnel.

The following limitations were inherent in this study:

1. The study was restricted to Victorian high schools and any findings cannot be generalized beyond this population without further replication.
2. The study of ideal involvement of the deputy-principal in any task was restricted to involvement itself, and did not extend to



possible types of involvement, eg. decision-maker or implementor, etc.

3. Except for inspectors, where a response rate in excess of 70 per cent was obtained, the response rate for three other groups of principals, deputy-principals and teachers was slightly more than 40 per cent. Therefore, it is possible that the respondents do not truly represent the total population. However the study initially included the total population of principals and deputy-principals, rather than a sample, so the response did represent a sizeable sample of the total population. In absolute numbers the responses were large enough to enable a number of tests of statistical significance to be applied.

#### FORMAT OF THE STUDY

This chapter has introduced and stated the research problem, together with a brief background of its setting and an indication of the significance of the study. It has also indicated some assumptions involved in the study, and limitations inherent in it. Chapter Two is devoted to consideration of theoretical concepts and to a review of literature related to school tasks, the position of deputy-principal and related role theory. The design of the study is described in Chapter Three. The total list of 88 tasks is divided into seven categories as follows: (1) clerical and office functions, (2) community relations, (3) curricula and special services, (4) extra-curricula activities, (5) school management, (6) student services and (7) teacher services. For convenience and clarity of analysis and explanation a chapter is

devoted to each task category in turn.

Thus each of Chapters Four to Ten include the data and analysis pertinent to a single task area in terms of the reported performance of each task and its perceived importance by each group of respondents, together with description and comments appropriate to the category. Chapter 11 is a review of the most significant features of the seven data chapters with an identification of the most and least important tasks and the total response pattern, both overall and for each group. Chapter 12 reports the data relating to the perceived ideal involvement of the deputy-principal in each task, together with their reported actual involvement. Chapter 13 summarizes the data relating to school tasks and the involvement of the deputy-principal, and suggests a task role definition for the position. The final chapter is devoted to conclusions, implications and recommendations arising from the study.

## Chapter 2

### THEORETICAL CONCEPTS AND REVIEW OF LITERATURE

#### THE SCHOOL AND SOCIETY

Society establishes a multitude of organizations to perform specific functions which exist or develop within the social group. Any such organization will have an identifiable purpose or function, which in turn involves a structure with positions and statuses, often within a hierarchy. Each position or status has a role prescribed, either formally or informally, wherein any incumbent is expected to exhibit certain behaviours in performing the functions associated with the position within the total organizational structure.

The specific development of organizations in society will be conditioned by the total culture and the immediate environment of the organization, and will thus vary significantly over both time and place. However, it is always possible to identify function, structure and roles in relation to any such organization.

Each society inducts individuals into its membership and transmits the selected values, norms and behaviours which are expected by the social group or culture. Mercer (1958) defines education in terms of a conscious, formalized and institutionalized aspect of socialization. While there is considerable disagreement as to the ideal



means of providing and organizing education within any society, the school is generally recognized as the organization specifically devoted to the formal education of children and adolescents.

Frequently a number of individual schools will be established as units within a larger education system serving a particular geographic area.

Thus the school is a specialized social organization whose primary function is the transmission of knowledge and cultural values to the younger members of the society. Thelen and Getzels (1957:346)

conceptualized education as 'a system whose major functions seem to be delegated to it by the other systems . . . . the educational system seems unique in the range of its functions and the centrality of its relationship, at least theoretically, to the other social institutions.'

Adults interact as teachers with children as learners to perform this function.

#### Organizational Structure

This primary function cannot be performed in our present society without very considerable support facilities being provided in schools for both teachers and learners. Hence a well-developed structure of both physical and human resources has evolved within each educational system and its individual schools. The roles of teacher and student are supported by the leadership and administrative roles of principals, deputy or assistant-principals, and department heads or co-ordinators. In addition the typical in-school roles also include

clerical and maintenance staff, possibly with the addition of others such as canteen employees. Where a school is a unit within a larger system there is also a central administrative staff to control and co-ordinate all educational activities within the system.

Each role may be analysed in terms of the tasks performed in a school, and their relationship to the functioning of the school.

### SCHOOL ADMINISTRATIVE TASKS

A task is a specific action performed or behaviour exhibited within an organization. It may be a discrete event of short duration, such as counselling an individual student or an ongoing enterprise such as the development of a school's educational philosophy. Frequently a discrete event such as the counselling of the individual student will be inextricably involved with a broader task area such as the development and maintenance of the school educational philosophy.

Hack, et al., (1965:5) described administration as giving:

. . . order to the specialized and independent activities which characterize an organisation. It provides the structure and co-ordination of these so as to facilitate goal determination and achievement.

Shaw (1962:25-27) regarded administration as 'first and foremost a function - a set of tasks and activities - shared by every person in an educational institution.' He also viewed administration as:

. . . the increasingly specialized activity which plans,

organizes, and directs the resources of people and things to the support and enablement of the teaching-learning situation appropriate to the institution's goals and to the needs and purposes of students, faculty and society.

Harlow (1963:61-71) saw administration as the 'servant of organizational purpose.' Hack noted that educational administration is concerned with expectations, tasks and methods, and that tasks are the most obvious dimension because roles make them more meaningful.

Argyris (1957:1-24) indicated that 'the principle of task specialization creates an aggregate of parts, each performing a highly specialized task.' But he stressed that this aggregate of itself does not form an organization, which can only function if the tasks are patterned according to some plan which provides essential interrelationships.

Campbell, et al. (1966:129) also conceptualized organizational structure as 'the relationships of people as they work to achieve a common goal.'

A number of writers have analysed the school administrative structure in terms of task areas and Campbell, et al. (1966:96) noted that 'the task approach to administration is not characterized by any highly developed theory. At best the organization of the tasks into operational areas is a taxonomy.' Campbell defined six task categories of school-community relationships, curriculum and instruction, pupil personnel, staff personnel, physical facilities, and financial and business management. Corbally et al. (1961) used five



major task areas of instructional leadership, pupil personnel, staff personnel, finance and facilities and school-community relations. Weiss (1963), Laughrey (1959), and Pfeffer (1955) in discussing the position of assistant-principals in U.S. schools all indicated six categories which approximate to pupil personnel, staff personnel, plant management, community or public relations, educational leadership and/or supervision, and curriculum. Edmonson et al. (1963), Goddard (1962), Martin (1958), Long (1957), Bauer (1957) and Boardman et al. (1946) all suggested classifications of tasks which may or may not be the administrative concern of assistant-principals in schools. They all involve areas such as pupil accounting, curriculum and instruction, pupil control, guidance, extra-curricula activities, records and reporting stimulating research and professional development. Collett (1969) used eight categories in his study of the role of the assistant-principal in a large Alberta high school. These were teachers, students, curriculum and special services, school plant, office and clerical tasks, extra-curricula activities, community relations and general management.

The basic differences in the organization and financing of North American and Australian public education are significant in considering task areas of major school concern. The absence of local school boards or similar lay bodies and the total financing of public education through state and federal revenues in Australia results in less stress on community relationships and accountability in the

Australian system than is evident in North America. The centralized control of finance and physical facilities also means that there is less emphasis on these task areas in individual Victorian high schools, although there is a trend towards decentralization of control of some finances to individual schools.

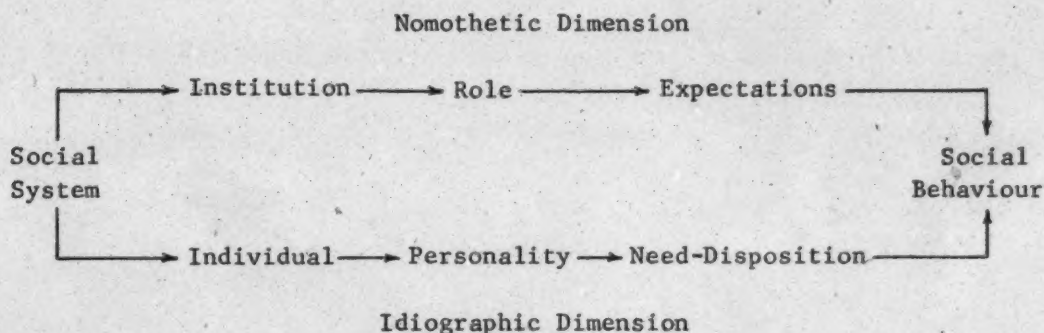
After a consideration of previous classifications, a seven-category taxonomy was used for this study, comprising clerical and office tasks, community relations, curriculum and special services, extra-curricula activities, school management, student personnel and teacher personnel.

The literature mentions the various task areas and the importance of each for the successful functioning of a school, but usually does not focus on specific individual tasks. The focus of this study was on each of 88 discrete tasks to establish a hierarchy of specific tasks in addition to categories. By an emphasis on specific tasks it was intended to delineate an ideal task role for a specific school position - that of the recently created deputy-principalship in Victorian high schools.

#### ROLES AND EXPECTATIONS

The dynamic model of organizational behaviour as conceptualized by Getzels and Guba (1957) forms the basis for a consideration of the tasks associated with the position and role of the deputy-principal in Victorian high schools. They suggest that a social system has two

dimensions, normative and personal. The normative (nomothetic) dimension includes the non-personal or institutional aspects of organizational behaviour, while the personal (idiographic) dimension includes individual aspects. Both dimensions include a number of factors logically derived within each sub-system.



Where an institution has a formal hierarchy a number of positions are created, and role is the dynamic or behavioural aspect of position. Thus the model was adapted to interpose 'position' between 'institution' and 'role' (Figure 1). Tasks are a major dimension of role, and in the absence of other specifications, an analysis of tasks and their association with position will be made to suggest a role task definition for the deputy-principals' position, and estimate its importance to the effective functioning of the organization.

The idiographic dimension is involved because the perception of role and expectations will vary between individuals because of their unique personality and need-disposition. Task perceptions of positions such as deputy-principals, identify the normative assessment of the



incumbents, and also allow examination of idiographic variations of individuals in the group. In referring to the structure of a formal social organization or institution Campbell et al. (1968:58) comment:

If the goals of the institution are known, the tasks to achieve them may be specified and organized into relevant roles. Each role is assigned certain responsibilities and concomitant resources, including authority, for implementing the tasks. Usually the table of organization or blueprint of roles and role relationships is set up before any real incumbents are selected for the roles.

It is therefore significant that in the Victorian high school situation a new position was suddenly created within a large and well-established system, and no attempt was made to spell out any relationships. However, the personnel to fill the new positions were virtually known, because they were the then senior masters, and occasionally the senior mistress. There was therefore a real possibility that the existing senior master's role would be continued, but with a new designation. Where Campbell et al. refer to role as being an 'institutional given,' in this situation the personnel group may be regarded as a 'given' but the role was unspecified and had to be made.

Campbell et al. develop the concept of role in terms of the normative character of organizations. They state that if 'tasks for achieving the organizational goals are organized into prescribed roles . . . the roles serve as norms for the behaviour of the role incumbents.' Every individual is expected to behave more or less within the limits of a role if he is to retain his legitimate position

within the organization. This normative dimension supports the concept of 'role expectation.' While recognizing a number of concepts of 'role' in social science Campbell et al. favour the Parsons and Shils (1951:

23) concept of role as:

. . . that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process. It involves a set of complementary expectations concerning his own actions and those of others with whom he interacts.

Role is defined in this way in the present study. This conceived role has six characteristics as stated by Campbell et al. (1968:61-65). These are particularly relevant to the present study and are stated as follows:

1. Roles represent positions, offices or status within an institution. Linton's (1936:113-114) description is still applicable today:

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties . . . . A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it in relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable, and the distinction between them is only of academic interest. There are no roles without statuses or statuses without roles.

Thus the position of deputy-principal is a specific location in a formal organizational hierarchy, and carries with it a number of rights and duties, even if these are not always clear.

2. Roles are defined in terms of role expectations. Mention has already been made of the fact that any individual is 'expected' to

behave in accord with a particular position. Therefore each position has a number of 'role expectations' associated with it. This is a normative concept which has two major dimensions. Firstly, the group occupying the position as incumbents has an expectation of its own position and role. But secondly, other observer groups also have expectations of the position or role, and they might vary greatly from that of the incumbent group. It is thus possible that conflict within an organization can result from an incongruence between groups in their role expectations for a specific position.

Although there is as yet little research literature available on the position of deputy-principal in Victorian high schools, the 1972 class in School Administration, Faculty of Education, Monash University, Melbourne, did make a group study of the expectations associated with the position. A research paper by Green (1972) suggested that deputy-principals regarded their position as involving those tasks necessary to ensure the smooth day-to-day functioning of the school, to actively participate in the development of school policies, to foster positive staff relations, and to foster student development.

Principals expected that the deputy-principal should be able to act for the principal as and when required. He should therefore be fully familiar with all the principal's policies and the school's needs, should provide ideas and information to assist in policy development, and should keep the school running smoothly, making minor decisions when needed. Principals expected that a deputy-principal would speak



directly with teachers where duties were not being satisfactorily performed, and would report as necessary to the principal. He was also expected to deal initially with parents, so that principal or teachers are not unnecessarily disturbed, and to liaise with school associations and organize meetings, etc. He was expected to know 'what is going on in the staff room' and in the school ground to keep school morale high. He was expected to be familiar with curriculum developments and to assist both teachers and students to meet their needs. The deputy-principal was expected by the principal to set a high standard of professional skill and ethics, and above all, to be loyal in all things to the principal.

The detailed implications which flow from such expectations are a potential source of conflict in specific situations. The lack of definition of the position of assistant-principal in North American schools reported later in this chapter, and the obvious variations in perceptions which occur between individual principals and deputy-principals would suggest practical difficulties in relating principals' expectations to the operational role.

Three years after the creation of the position of deputy-principal, the Victorian High Schools Principals' Association 36-page handbook for principals had no mention of it although one page was devoted to the duties of a subject convenor and two pages to the duties of a teacher. Although the deputy-principal is officially a member of the Principal Class in the official hierarchy, the V.H.S.P.A. has

refused to admit them as members or to present a case for salaries on their behalf.

Directors and inspectors represent the central system administration. They are thus in a superordinate position to both principal and deputy-principal, but external to the individual school organization. There are a number of clear statements by the Director-General, an Assistant Director-General and Director of Secondary Education indicating that the central administration regards the principal as the executive responsible for the operation of the school, and that all developments in the school shall be as directed by him.

The Director-General of Education stated at a Principals' Administration Seminar in Wangaratta (1971:2):

You are encouraged to organize your schools in the way that you, as principals think best for each particular school with its particular staff . . . . The principal is in charge of the school! No one must ever doubt that.

At the same seminar an Assistant-Director General of Education (1971:38) stated the departmental view that the deputy-principal shall 'meet the expectations that his principal holds for his behaviour and his role performance.' At an earlier seminar in 1969 no question was asked regarding the new position of deputy-principal, and in 1971 the main seminar exercise was 'in-basket' problem-solving, based on an American study adapted to Victorian conditions. It involved a principal's desire to introduce a major change in organization and

mentioned the principal's discussion of the idea with his 'vice-principal.' There was no other mention of the deputy-principal and his official title was not used at all.

Thus expectations of the central administration regarding the role tasks appropriate to the position of deputy-principal should be viewed in the context that the principal should organize his school as he desires.

Green's paper (1972:26) suggests that teachers' expectations of the deputy-principal include the following.

The deputy-principal should know the goals of the school and share in the organization for their achievement, should organize school routine so that there is a minimum interruption to class time or routine, and should allot duties among staff equitably. He should take account of policies of teacher organizations re working conditions and advise staff of changes in policy or routine. Co-ordinators and staff should participate in decision-making wherever possible, staff should be treated as responsible professional people, advice should be sought from staff, and the deputy-principal should be sympathetic to their problems. He should act as intermediary between staff and principal and support the staff view wherever appropriate. He should support staff in conflicts with parents and students and deal with hard-core disciplinary problems. He should collect any data on students considered helpful to staff.

As shown above the role expectations for the position of



deputy-principal by alter groups clearly have a different emphasis, although there is agreement that the role involves responsibility for the day-to-day functioning of the school. Central office administrators expect that the deputy-principal will perform such tasks as are allocated to him by the principal, entirely at the latter's discretion. Principals expect the deputy-principal to be the eyes and ears of the school for their own information, as well as performing those tasks necessary for day-to-day operation. Teachers expect the deputy-principal to take account of their interests and views, and to support them when necessary against the principal, students and parents. To the degree that expectations conflict, persons filling the position may experience role conflict.

3. Role expectations are institutional givens. In Victoria there is no formal institutional role specification and each deputy-principal has had to adopt a specific role according to the unique circumstances of the school and personalities involved. It is the lack of any institutional 'given' which is seen by many respondents as the most urgent problem concerning the development of the position.

4. Roles are more or less flexible. While some role behaviours are considered as crucial in any situation, there is a continuum of acceptable or unacceptable behaviours associated with any role which allow for individual differences between incumbents.

5. Roles are complementary. Campbell et al. (1968:63) state that 'Roles are interdependent in that each role derives its meaning from other related roles in the institution.' Thus the position and role of deputy-principal only has meaning in the context of its association with that of the principal, teachers and students of the school. It will also be influenced by central office policies as for example, where the Director of Secondary Education suggests that the principal, deputy-principal and one senior teacher should jointly cover a total of 800 minutes teaching allotment per week. Although this study does not include data from non-teaching school staff, parents and community groups, the deputy-principal's role will be influenced in some measure by all of these.

6. Roles vary in scope. Parsons and Shils (1951:57-58) suggest that roles will vary on a continuum between functionally diffuse and functionally specific. In the former case the rights and obligations associated with the role are virtually unlimited, so that the legitimate sphere of influence is extremely wide. In the latter the role is defined in narrow terms which allow of little difference between incumbents in different circumstances. Campbell et al. note that 'most administrative relationships, at least as defined by the institutional givens . . . are set up in functionally specific terms.' In the absence of institutional givens the range of legitimate functions tends to be more diverse between different schools.

The role system as outlined takes account of the normative dimension, but, as Campbell et al. note, the incumbents of a role are not robots, and therefore have individual personalities which will affect their perception of the role. Role observers also will have a differential perception according to their own personalities. The personal or idiographic dimension is expressed in terms of 'need-disposition,' where the individual both feels the need, and also has the disposition as motivation to adjust to his environment. Most individuals are thus able to come to terms with their organizational role by adjusting the role expectations and their own need-disposition in a compromise, expressed as their observed social organizational behaviours.

### Role Sets

The role occupied by an individual will usually involve interaction with a number of other positions, each of which has differing expectations, as has already been noted in the case of central office staff, principals, deputy-principals and teachers. The difference in expectations will be mutual, and the deputy-principal will have different perceptions and expectations in dealing with each of the three other groups.

Campbell et al. (1968:84) note that role-sets are almost invariably liable to internal strain and suggest that:

To minimize the potential conflict for the role incumbent, the expectations of the various reference groups must be articulated



into a more or less specific and stable pattern of rights and obligations.

The Getzels and Guba model of the dynamic organizational system is related specifically to the present study in Figure 1, and the consideration of the school task pattern and involvement of the deputy-principal is within this framework.

#### THE POSITION OF DEPUTY OR ASSISTANT-PRINCIPAL

The term 'deputy-principal' is used in this study because it is the official designation of the new position created in Victorian high schools in 1968. An exact use of the term 'deputy' would indicate that the deputy-principal 'acts in place of' the principal where and when required. The term in common usage in North American schools is assistant-principal or vice-principal. The literature usually refers to the assistant-principal, and this term was regarded as synonymous with deputy-principal in this study.

In considering the position of the deputy-principal it is important to place it within the historical context of the development of public education in both North America and Australia. In both continents today's schools have evolved from the one-roomed school. The single teacher maintained the few basic records of the school, and attended to the various non-teaching matters incidental to the school. As the population increased and became more urbanized, the one-roomed school progressively was replaced by the multi-classroom school, with a



principal teacher appointed to supervise and co-ordinate the work of all classes in the school. Initially the principal teacher continued to teach a class, either on a full or partial teaching allotment. But with increasingly larger schools and more complex organization and facilities, the principal's position became a non-teaching administrative post, chiefly concerned with teacher personnel, central office and the community.

The demands increased on the principal to the point where it was recognized that the essential administrative tasks were beyond the effective capacity of a single individual, so an assistant-principal's position was created in most North American schools. In most instances the assistant-principal received some salary allowance for his added responsibility although the incumbent was still a class teacher, except in the largest of schools. Today the position of assistant-principal is fully established in virtually all North American school systems, and all but the very smallest of schools have at least one assistant-principal's position. Edmonson et al. (1953), writing of American secondary schools two decades ago, are typical of writers in suggesting that in schools with enrolments exceeding 500 students the assistant-principal's position may well be a full-time administrative one, and in schools with less than 300 students an assistant-principal may teach nearly a full allotment. Today most large North American high schools have more than one assistant-principal. As an example all 11 senior high schools in the Edmonton Public School Board had at least



three assistant-principals, with the largest having five positions.<sup>1</sup> The 42 junior high schools had an average enrolment of approximately 420 students, and each had one assistant-principal.

The position of assistant-principal in a North American high school should also be viewed in relation to a well-developed clerical and non-teaching staffing structure, whereby ten or more non-teaching personnel may be employed in a large high school to deal with most non-educational administrative tasks. Many systems also provide professional guidance and counselling staff in each school, together with curriculum associates. By contrast the Victorian high school system developed with a de facto senior master's position, whereby the senior male teacher traditionally assumed responsibility for the school time table, boys' discipline and sundry day-to-day organizational duties, while the senior mistress dealt with girls' discipline and associated tasks. Several larger high schools with big enrolments at senior levels had designated positions for vice-principals, but these were exceptional. Until the 1968 Teachers' Tribunal award which created the deputy-principals' position, there was no general designated administrative position, other than that of principal, in Victorian high schools. Clerical assistance in Victorian high schools is also limited, and although there is a professional psychology and

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<sup>1</sup>E.P.S.B. official statistics, November, 1972.

guidance branch, it is unusual for a counsellor to be appointed to a specific high school.

#### THE ROLE OF DEPUTY-PRINCIPAL

While the position of assistant-principal is clearly established in North American high schools and that of deputy-principal is now a fact in Victorian high schools having more than 500 students, the role or duties of the position are far from clear. Commentators such as Edmonson et al. (1953:95) list duties typically assigned to assistant-principals. But such apparently neat listing of task areas belies the real problem of the position, evident when the literature is examined. The basic problem is clearly one of role definition (or lack of it) and the consequent personal and organizational difficulties arising from it. Corbally et al. (1965:69) summarize the American situation in these terms:

At this very moment, many assistant principals in secondary schools throughout the country are just not sure of where their authority and responsibilities begin or end. No clear-cut job has been made, and the delegation of responsibilities to them has been left pretty much to chance. There are some definite things for which the assistant principal is responsible - attendance, substitute teachers, records, and the like, but there are many areas in which the assistants' role may not be clear. These areas are the sources of trouble and frustration. A person can hardly be an effective member of the team when he is unsure of his role, when he hesitates or feels that he has to clear with the man above before he acts.

Jarrett (1958:28-32) also summarized the development of the position at that time in terms of 'the role of assistant principal has

apparently followed no systematic pattern, depending rather upon expediency than upon careful planning.' This view was confirmed in 1965 by Davis and Moore (1965:1-4) when discussing the position of the assistant-principal in junior high schools. They wrote:

While there is a degree of agreement about the responsibilities of the principal, the assistant principalship in our schools has evolved without an adequate sense of direction or underlying philosophy. The assistant principals' duties and responsibilities have developed, not from adequate planning, but from various duties too often delegated on the basis of expediency rather than sound principles of personnel administration.

Shelton (1964:18) noted that 'many assignments are being given to them, but even school districts which have employed vice-principals for years seldom have a specified listing of duties.' Enns (1959), in surveying the status of the vice-principal in non-urban high schools in Alberta, concluded that 'as presently conceived, the position neither provided adequate assistance for the principal, nor effective training for teachers preparing for school leadership.' In the Alberta situation both McLeod (1959) and Fenske (1963) also found confusion and a lack of definition in the role of assistant-principals in urban and non-urban schools. The serious discrepancies in the role of the assistant-principal between schools are highlighted by Corbally et al. (1965:164) when they note:

In one school he is a positive integer in the administrative staff, with specific delegated authority and responsibilities. In another school, he is just a leg boy for the principal. The dilemma of the assistant principal and others on the administrative staff is often more pronounced because unlike the teachers . . . their time and scheduled duties are not fixed . . . . Too often the



assistant principal is the forgotten man in the secondary school administrative force.

Goddard (1962:31) in discussing the assistant-principals' role in educational leadership wrote that a 'continued review and refinement of the assistant-principals' role in the administrative scheme is important . . . additional study is needed to determine the emerging professional role of the assistant-principal.'

The lack of definition can probably be traced to the origins of the position, where it was intended to relieve some of the pressures on the principal without the intention that it should develop to its present status. Gilburt (1957) suggested that the position evolved from being a disciplinarian and clerk to being a person involved in organization, administration and supervision. While this may be true in some schools Campbell et al. (1966:403) still feel that he is little more than the 'chief of police' in many schools. Collett (1969:175), reporting the results of his case study of the six assistant-principals in one Edmonton senior high school, concluded that 'assistant principals have left far behind them the roles of clerical assistant and supervisor of extra-curricular activities.' He cautioned however against the generality of his study.

A number of writers, including Kyte (1952) and Laughery (1959), have noted two broad purposes for the position of assistant-principal which may be summarized as more effective school administration and as an in-service training experience to prepare future principals. There

is some conflict between these purposes, and in view of the evidence in the literature it appears that neither is being satisfactorily fulfilled in many instances.

Corbally et al. (1965:164-165) feel that the observable discrepancy between the roles of the assistant-principal in particular schools is symptomatic of a real need to explore staff relationships between the principal and those who serve under him. Harris (1963:137) in his discussion of supervisory behaviour in schools states that 'perhaps the most common source of problems of staff relations is to be found in the failure to delineate the job functions of staff members.'

A reluctance on the part of some principals to consciously define the role of the deputy-principal may be partly traced to a long tradition where the principal was held absolutely responsible for all events in his school, and was subject to a very close supervision within a well-developed organizational hierarchy. He had no designated member of staff with whom he could officially share his responsibilities, and Goddard (1962) noted that in American schools this situation resulted in the situation where the assistant-principal became 'partly responsible for many things, but not completely responsible for anything,' while the total responsibility remained with the principal.

#### THE DEPUTY-PRINCIPAL AND SCHOOL TASKS

Collett's (1969) study involved six assistant-principals, the

principal and 18 teachers in a large urban high school in Edmonton, together with two central office line administrators. He found that tasks relating to teachers were rated highest in importance in both the prescribed and perceived roles, while student personnel tasks were rated highest in the operational role. School plant and office and clerical tasks were rated low in all roles. Tasks related to curriculum and special services, teachers and students were rated high. Clerical and office tasks, school management and extra-curricular activities rated low, while general management tasks included both high and low rating tasks.

When the time involvement of assistant-principals was considered, assignment of classes, interviews, study and report on students, student registration and time table occupied most time. Tasks involving caretakers, canteen, non-teaching staff, school transportation and customer service involved the least time.

Collett (1969:iv) reported:

A comparison of the prescribed, perceived and operational roles revealed that the prescribed and perceived roles showed the greatest correspondence. The operational role was found to correspond more to role prescriptions than to role perceptions. In general, tasks related to students were found to be operationally higher than they were prescribed or perceived, while tasks related to teachers were operationally lower than prescribed or perceived.

#### ESTABLISHING AN ADMINISTRATIVE FRAMEWORK

Campbell et al. (1966:134) in reviewing the work of Griffiths



and others suggested that the establishment of an administrative organization is itself a task. They suggested that a number of stages are involved in this process including:

1. The purpose of the school should be stated clearly and in operational terms.
2. The conceptual framework on which the organization will be constructed must be agreed upon.
3. The functions of administration necessary to the achievement of the stated purposes must be listed.
4. The present administrative structure must be surveyed to determine which functions are being performed by whom.
5. A plan of organization must be developed consistent with the conceptual framework of organization.
6. The functions of administration must be related to specific administrative positions.
7. Job descriptions must be developed for the administrative positions to which functions are assigned.
8. The administrative positions and the job descriptions must be related to the incumbent administrators.
9. A time table must be set up to implement the re-organization.

In the present study where a senior position had been recently created, and no job description existed even in the most general terms, the emphasis was on an analysis of (1) the perceived ideal task involvement and (2) the operational situation as it existed, with an intention of suggesting a task role definition as a possible basis for further developing both this specific position and also the total school administrative organization. This definition if later applied

to the system, may result in a consideration and implementation of the nine-stage process as outlined by Campbell and others.

#### SUMMARY

This chapter outlined the concept that the school is a specialized organization developed by society for the education of children. As such it has a specific function, which in turn derives the structure and roles necessary to perform this function. A large number of administrative tasks are essential to support the central teaching function of the school. These tasks have been categorized into areas by a number of writers, but this taxonomy has not been accompanied by any highly developed theory.

Role theory was considered in that any position has normative expectations assigned to it by its incumbents and by others who interact with the position. Individual personality results in a variety of need-dispositions, and observed social behaviour is the outcome of both the institutional and individual dimensions of the dynamic social system.

The position of deputy-principal was viewed as a position within the formal structure of school organization, and its historical development was noted. The role of the deputy-principal in North American schools was characterized by considerable confusion and possible conflict because of a lack of role definition. Expediency rather than planning has characterized its evolution. A recent

Alberta study reported that tasks related to curriculum and special services, teachers and students were rated high, while those related to clerical and office tasks, school management, and extra-curricula activities were rated low.

The establishment of an administrative framework may be considered as a task in itself, and it was suggested that the development of such a framework in regard to the position of deputy-principal in Victorian high schools may provide a source basis for the further development of both this position and the total school administrative organization.



## Chapter 3

### DESIGN OF THE STUDY

This chapter describes the design of the research study including the development of the instrument and its format, the variables investigated, the population of the study, the administration of the instrument, the response sample obtained, and the analysis and reporting of the data.

As the study concerned all high schools within the Victorian education system an initial application was made to the Education Department of Victoria for permission to obtain data from inspectors, principals, deputy-principals and teachers. Permission was granted by Mr. T.J. Moore, Assistant Director-General of Education, on the basis that individual members were free to participate in the study if they wished. Mr. A. E. Schruhm, Director of Secondary Education, was also informed of the desire to conduct the study as all personnel concerned were within his directorate. Mr. Schruhm extended every co-operation, particularly in the provision of statistical data relating to schools, student enrolment and staffing.

### DEVELOPMENT OF THE INSTRUMENT

The purpose of the study was to investigate the position of

the deputy-principal and its involvement in the administrative tasks performed in Victorian high schools. Therefore, the initial concern was the compilation of a list of non-teaching school tasks, with the intention that it should represent the total field of such tasks likely to be encountered in a Victorian high school.

Drawing upon personal knowledge and experience and a study of the related literature, the researcher developed an initial list of tasks within seven categories. Care was taken to list specific tasks discretely, even though they may be closely related to others in practice. This was done to enable respondents to distinguish between them if so desired, but resulted in the list being longer than might otherwise have been the case. While it was desired that the list should be as comprehensive as possible, it was also a concern that the list should not include any tasks not generally accepted as legitimate to Victorian high schools.

To test the validity of the original task list it was then reviewed individually by four experienced Victorian teachers in Edmonton on the criterion that it should include any non-teaching task which might reasonably be relevant to Victorian high schools, regardless of importance or otherwise. The principal and staff members of a large Victorian high school were later asked to review the list in the same terms. Following these reviews the task list included 89 items which were included in the questionnaire. As a further test of validity provision was made for every respondent in the study to add

any additional task which was not included in the list provided. Very few respondents added any tasks, while a number specifically commented that they were unable to do so. In some instances where a task was added, it was in fact already included later in the questionnaire. Most of the additional tasks suggested involved direct teaching activities or were regarded as included in one of the 89 tasks listed, e.g. organization of a book exchange and supervision of garden staff.

One task area which might have been included was liaison with the various special services provided by the education department and selected agencies such as the psychology and guidance branch, school medical services, correspondence school, migrant education and religious education. Liaison with teacher professional and subject associations was also suggested, together with the organization of community service projects and music festivals. Although it was not specifically suggested as a task, the detailed written comments of teachers and deputy-principals frequently referred to the task of the deputy-principal in the supervision and control of teaching staff, so this may be considered as an additional task.

In addition to adding any new tasks respondents were also given the opportunity to delete any task from the list where they considered that it had no place in the function of a Victorian high school. This was designed to eliminate any task with a significant rejection rate, and an initial decision rule was made to eliminate from the study any task which was rejected by 10 per cent of all respondents, or 25 per



cent of any group, whichever figure was the less.

In fact no task was rejected within the above limits. Eighty tasks were accepted by at least 95 per cent of all respondents. Seven had 100 per cent acceptance, 52 tasks greater than 99 per cent acceptance, 12 tasks greater than 98 per cent, four tasks greater than 97 per cent, and a further two and three tasks greater than 96 and 95 per cent acceptance respectively. The lowest level of acceptance was 93.9 per cent relating to the preparation of a student handbook, as indicated in the following table.

Table 3

Tasks with Less than Ninety-Five Per  
Cent Acceptance by All Groups

| #  | Task                                | % Acceptance | No. of Rejections |
|----|-------------------------------------|--------------|-------------------|
| 72 | School Bank Organization            | 94.8         | 31                |
| 54 | School Insurance Collection         | 94.8         | 31                |
| 60 | Detention Class Supervision         | 94.7         | 32                |
| 43 | Parking Supervision                 | 94.5         | 33                |
| 82 | Classroom Evaluation of<br>Teachers | 94.3         | 34                |
| 40 | Liaison with Night School           | 94.3         | 34                |
| 29 | Speech Night Organization           | 93.9         | 35                |
| 68 | Student Handbook Preparation        | 93.8         | 37                |

In all of the tasks listed above teachers had the highest rate of rejection, and relatively few teachers accounted for most rejections in total. Few respondents objected to any task.

As a further means of ensuring validity and reliability care was taken to express each task in common usage terms, and reviewers were specifically asked to indicate any task where the terminology caused them any confusion or concern, or where any task did not appear discrete.

To eliminate possible bias in responses both the seven task categories and the individual tasks within each category were listed alphabetically to avoid any appearance of an initial hierarchy. This fact was stated on the questionnaire for the information of respondents.

An examination of the total response by the 599 respondents regarding the addition or deletion of tasks suggested that the list was both valid and reliable in terms of the study. None of the several additional tasks suggested involved an aspect not covered to some extent, and no task was rejected within the limits imposed in the study. The reaction of respondents to a printing error was significant in that it indicated the attention given to each response, particularly towards the end of a rather long list. The item was intended to be 'non-classroom evaluation of teachers' but was printed as 'home-classroom evaluation of teachers' and was therefore confusing to most respondents, who omitted it or otherwise drew attention to it. The item was omitted from the study, leaving a total of 88 effective items. A close examination of responses also indicated an absence of any similar response pattern over consecutive items which might be evident in checking long

lists. The data indicated that each item was considered as a separate entity, with consecutive items producing quite different responses.

#### FORMAT OF THE INSTRUMENT AND CRITERION VARIABLES

Four editions of the instrument were developed for distribution to each of the four respondent groups. Those distributed to principals and teachers were identical except for the introductory letter, while questionnaires distributed to inspectors contained a condensed personal data sheet, but were otherwise identical. The questionnaires distributed to deputy-principals included identical pages as presented to other groups but also included a second listing of the tasks to record actual involvement and its frequency.

As noted earlier the tasks were listed alphabetically under seven categories, and in a number of instances an item may well have been included under two or more categories. In these instances an arbitrary decision was made on the basis of 'best fit.' Respondents were first asked to delete any task which they considered to have no place in any Victorian high school. Secondly, all respondents (except inspectors) were asked to indicate whether they believed each task was actually performed in their school. A trichotomous 'yes,' 'no,' 'don't know' response category was provided.

The perceived importance of each task for the functioning of the school was the third response required, with a five-point scale provided. This included 'essential,' 'very important,' 'important,'



and 'unimportant,' in addition to a 'no opinion' category. No specific definition of these terms was included and respondents were free to apply their own value judgments.

The fourth response was the perceived ideal involvement of the deputy-principal in each task, with a six-point scale of 'essential,' 'very appropriate,' 'appropriate,' 'not appropriate,' 'no involvement,' and 'no opinion' being used. In this instance a specific definition was provided for each response as follows:

- Essential: must involve the deputy-principal.
- Very Appropriate: should involve the deputy-principal if at all possible.
- Appropriate: should involve the deputy-principal but could be performed by others just as well.
- Not Appropriate: should not involve the deputy-principal if at all possible.
- No Involvement: should definitely not involve the deputy-principal at all.

The investigation of perceived ideal involvement was restricted to involvement itself, and did not extend to a consideration of possible types of involvement.

To further assist in the specification of a task role for the position of deputy-principal each respondent was also asked to respond to five additional questions as follows:

1. Do you feel that every school should have a position for a deputy-principal, regardless of enrolment? Yes/No
2. (a) Do you feel that larger high schools should have more

than one deputy-principal position? Yes/No

- (b) If you answered 'yes' above, can you suggest any enrolment levels which would entitle the additional position/s?
- 3. (a) Do you feel that a deputy-principal should have a regular teaching allotment? Yes/No
- (b) If you answered 'yes' above, what allotment would be reasonable in minutes per week?
- 4. Do you feel that there is any aspect of the position of deputy-principal which is not included in the list of tasks listed previously? If so, please reply, in detail.
- 5. Can you make any suggestions to improve the position of deputy-principal in a school?

In addition, deputy-principals only were asked to indicate which of the 88 tasks they were actually involved in, together with the frequency of such involvement on an eight-point scale. They were also asked to respond to the following questions:

- 1. What is your regular teaching allotment in minutes?
- 2. Do you regularly take extras? Yes/No
- 3. Do you regularly take 'yard duty?' Yes/No
- 4. Do you regularly take a school detention class? Yes/No
- 5. List in order the five non-teaching tasks in which you are involved which you consider to be the most important to your position.
- 6. List in order up to five tasks in which you are involved, and which you consider to be inappropriate or unimportant to your position.
- 7. List in order the five tasks which occupy most of your non-teaching time.

## RESPONDENT VARIABLES

The four groups of respondents were intended to provide the major basis for identifying any significant differences in perception regarding the position of deputy-principal. In addition, each of the three in-school groups provided data on school location (metropolitan or country), student enrolment and highest form level in the school. Personal data regarding sex, age, academic qualifications, academic institutions, teacher training, major teaching field, length of service, experience in specific positions, present school position, location of teaching experience and any other employment experience were obtained from each respondent. These data are reported in Tables 59 to 62 in Appendix B.

It was intended to utilize these variables in relation to responses for any of the four groups, but in view of the magnitude of the study, final analysis and reporting was restricted to the four group variables as the most significant in the terms of the study.

## THE STUDY POPULATION

The study population included the Director of Secondary Education, five Assistant Directors, all members of the Board of Secondary Inspectors, all principals and all deputy-principals in the 253 Victorian high schools. A sample of approximately 1000 teachers representing all sizes of schools in metropolitan and country locations



was chosen. Because the active co-operation of the principal was required in the distribution and return of teachers' questionnaires, a decision was made to select 32 schools throughout the state on the basis that the principal would be likely to co-operate in the study. This choice was made by the four review teachers and an inspector of schools, having regard to the geographic location of the schools and their enrolment. The total staff in each school would be involved in the study.

A preliminary personal letter was sent to the principal of each of the selected schools outlining the purpose of the study, and requesting co-operation in involving staff in the project. Principals were asked to indicate whether they would be prepared to co-operate, and if so, the number of questionnaires to be forwarded. Thirty principals accepted the invitation to involve their staff in the study and 990 questionnaires were forwarded. Data were received from 27 of the 30 schools, with a further school replying too late for the data to be included.

#### ADMINISTRATION OF THE INSTRUMENT AND RESPONDENT SAMPLE

Because of geographic isolation and cost, it was necessary to arrange for the questionnaires to be printed in Melbourne and for distribution and data return to be handled by an agent (the researcher's parents).

Every questionnaire was enclosed in an individual envelope for confidentiality of return, together with a post-paid reply permit envelope for return of responses from each school. The introductory letter included an offer to provide a summary of the completed study to interested respondents, and this was accepted by nearly one in three of the 599 respondents.

Questionnaires were mailed to principals with the request that they give the appropriate copy to their deputy-principal where applicable.

It was intended that the questionnaire should reach schools in early November so that most respondents would have completed at least a virtual full year in their present school and position, and that the peak end-of-year activities in December would be avoided. In fact, the printing of the questionnaires was delayed through unforeseen difficulties complicated by distance, and they did not reach schools until late November or early December. This may have militated against a higher return rate, although the response obtained was both numerically and proportionately large enough for tests of statistical significance to be applied. It is also appropriate to mention that unusually severe weather conditions may have also militated against a higher response, in that the data were collected during an abnormal heat-wave period during the most severe drought in the state's history.

Returns were obtained from 30 members of the central administration representing approximately 80 per cent of directors and

inspectors, 104 principals (43 per cent), 71 deputy-principals (41 per cent) and 401 teachers (approximately 41 per cent). All responses were usable, except for seven teachers' replies. Thus the total study consisted of 599 respondents.

In addition, replies were received from a further inspector, four principals, three deputy-principals and eight teachers too late to be included in the study.

Responses were air-freighted in bulk from Melbourne to Edmonton.

#### ANALYSIS OF THE DATA

An initial analysis of the data was made to determine whether parametric or non-parametric tests of statistical significance would be most appropriate.

The Division of Educational Research Services (DERS) programs were used in data analysis. The NONP10 program was used initially to determine the frequency and percentage of responses in each of the data categories. This indicated that, particularly for responses regarding perceived task importance, there was a consistent departure from a normal distribution to the point where the assumptions inherent in the use of parametric statistics could not be met. Therefore non-parametric tests of statistical significance were considered to be the most appropriate.



### Individual Task Analysis

A measure of perceived importance for each task was obtained by assigning numerical values from four to one to the responses 'essential' through to 'unimportant' and a mean score and standard deviation obtained. The DEST05 program was used and it eliminated 'no opinion' responses, so that mean scores were calculated from net responses, with the number of effective responses being indicated for each task.

Because of the absence of a normal distribution and the possibility that the response categories might not be a continuous distribution the Kolmogorov-Smirnov two-sample test (D) was used as the test of statistical significance for differences in distribution between the four groups of respondents. Six comparisons were necessary to compare all four groups as pairs on the two-sample test. The Kolmogorov-Smirnov test was considered to be the most appropriate for the data because it does not assume a normal distribution or a continuous interval of scale. It is concerned with the level of agreement between two cumulative frequency distributions and focuses on the largest observed difference at any point. If this difference is too great having regard to the relative magnitude of the two groups, it suggests that the two samples are drawn from different populations, and there is thus statistical evidence for rejecting the null hypothesis that there is no significant difference between the two samples. The Kolmogorov-Smirnov two-sample test has a power efficiency of approximately 96 per cent of the parametric t test for small

samples, with a slight decrease as sample size increases (Siegel, 1956: 127-136).

The same procedure and test was used to obtain mean scores for the perceived ideal involvement of the deputy-principal in each task, with a five-point scale from 'essential' to 'no involvement' being used. The percentage frequency distribution for each response category was the basis for the statistical test of significance.

#### Comparative Task Analysis

With a large number of tasks and relatively small scales, it was inevitable that there would be a cluster of mean scores. Respondents were required only to rank each task in itself and were not asked to rank it relative to any other task. However when the total of group responses were considered it was possible to rank the mean score for each task in relation to all other tasks, and this relative ranking and its consistency between groups was regarded as significant in this study. Therefore the mean scores for each task were ranked in descending order with tied ranks being resolved according to the standard procedure.

It was therefore possible to rank each task relative to all 87 other tasks regardless of category, and also to other tasks within a specific category. These ordinal rankings of tasks by each group enabled a comparison to be made as to the level of agreement in ranking over all four groups and also between any of the six pairs of groups.

Kendall's Coefficient of Concordance ( $W$ ) was used to test the correlation of ranked scores over all four groups, with a possible maximum value of 1.0 where complete agreement exists and a minimum value of zero where there is a random distribution of rankings between groups. The statistical probability of obtaining a specific  $W$  value by chance was calculated for categories having more than seven tasks by the appropriate chi square value, and for the two categories having less than seven tasks the  $S$  value was computed and its critical value determined by tables.

Spearman's Rank Correlation Coefficient ( $r_s$ ) was used to compare ranks between any two groups. It is a non-parametric test of association and has a power efficiency of approximately 91 per cent in terms of the Pearson  $r$ , the most powerful parametric test. For categories having less than 30 tasks the critical probability of each  $r_s$  value was determined by Table P by Siegel (1965:284) and for the total 88 tasks the associated  $t$  value was used. Both the Spearman and Kendall coefficients were determined by the use of the NONP05 program.

#### REPORTING OF DATA

##### Task Description

For the purposes of reporting this study it was considered necessary to develop a descriptive classification of task elements which might be applied to any task. Accordingly the following six-point classification was used. The various descriptive terms used



should not be regarded as discrete, but rather as representative of a continuum in each element.

Function alludes to the intended purpose of a task and distinguishes between goal achievement and organizational maintenance functions. In many instances a single task may combine elements of both functions, according to the level of development or the philosophy involved in its performance.

Priority refers to the need for the task in order to sustain the existence of the organization. Thus task priority may involve a continuum from essential through very important, important to unimportant or peripheral for the functioning of the organization.

Visibility describes the element of whether a task is 'obvious' or 'seen to be done' and whether its performance or otherwise has visible effects on the organization. Tasks may be described as having a very high visibility, through high, medium, low to very low visibility.

Personnel Involvement is an element closely associated with visibility and basically involves a dichotomy of intra-organization and extra-organization involvement. Within each of these two groups tasks may involve all personnel (or the public at large), specific groups (or organizations) or specific individuals. Thus a task may involve all teachers and children in the school or only a single student.

Frequency of Occurrence refers to the regularity with which a task occurs. This ranges from continuous through very frequent,

frequent, infrequent to rare. Thus supervision of students on school premises may be regarded as continuous, while collection of student insurance premiums is a single task occurring once each year on a set date.

Duration is closely associated with frequency of occurrence, but refers specifically to the length of time typically involved in each occurrence. Thus a task may have a long, medium or short duration. An operational definition of these terms would be determined by the situation being studied. In the present study there was no specific investigation of task duration, although it may be implied in some task descriptions.

School administrative tasks were thus seen as the many discrete activities performed according to a pattern to provide the environment in which teaching and learning can occur. Such tasks may be primarily directed to achieving the goals of the organization or towards the maintenance of the organization itself. An optimum allocation of resources to tasks in both dimensions is essential if the school is to achieve its primary educational function.

#### Task Hierarchy

Some hierarchy or priority of tasks is inevitable in the allocation of scarce resources. As the creation and maintenance of a learning environment is the major function of the school, administrative tasks directly related to this should have the highest priority and be

regarded as essential to the functioning of the school. There is not likely to be a complete consensus as to tasks and priorities, although a number of reported studies indicate a high degree of consensus regarding critical task areas. The perception of task priority or importance will be influenced both by individual differences and the role perspective of the observer.

Progressively lower importance will be attached to tasks as they become peripheral to the educative function. Thus in a typical Victorian high school the organization of the school time table and liaison with parents may be considered to have the highest task priority, while car parking supervision and collection of student insurance premiums may be regarded as a very low priority.

Supervision of students on school premises or grounds cleanliness may be high visibility tasks, while maintenance of correspondence may have a very low visibility. Visibility of tasks may vary significantly between schools or over time in a particular school. Evaluation of office staff is a low visibility task concerning only those staff involved, whereas liaison with parents, either individually or as a group, involves personnel outside the immediate organization with possible far-reaching consequences. The taking of school photographs is an annual event of short duration, while allocation of extra classes is probably a daily event of short duration.

Each of the 88 tasks included in the study is identified by a descriptive title, but where necessary because of possible differences



between North American and Victorian schools, a brief description is also included in the text.

### Chapter Organization

For clarity of description the reporting of data relating to each task was divided into several sections. Initially a single chapter has been devoted to each of the seven categories in turn and the data relative to the school performance of each task as reported by principals (the most comprehensive source available), the mean score and standard deviation score of each of the four groups, the relative ranking of each task both overall and within the category, and the percentage frequency distribution of responses for each group, together with all-group scores and distributions for each task is reported. In addition the Kendall W score and Spearman  $r_s$  score for agreement of rankings between groups, and mean ranking for each category is reported.

Chapter 11 reviews the major features of the preceding seven chapters and indicates those tasks regarded as the most and least important by the all-group mean and by each of the individual group rankings.

The perceived ideal involvement of the deputy-principal in each task is reported in Chapter 12, and graphs are used to illustrate the relationship between the perceived importance of each task and the ideal involvement of the deputy-principal. The actual involvement of

deputy-principals in specific tasks is also reported in this chapter.

Chapter 13 reports the data related to the other questions involved in the study and analyses individual responses to the 'open' questions with the intention of suggesting a role definition for the position of deputy-principal.

#### SUMMARY

This chapter has described the development and format of the research instrument, including the rationale for classification and listing of tasks and measures taken to ensure validity and reliability of the instrument and responses. The criterion and respondent variables were also described, together with the study population, the administration of the instrument and the obtained sample. The discussion of the analysis of the data indicated that non-parametric tests of significance were used because of its distribution. The Kolmogorov-Smirnov two-sample test was used to test the statistical significance of differences in the percentage distribution of responses between pairs of groups, while the Kendall Coefficient of Concordance and the Spearman Rank Correlation Coefficient were used to measure rank correlations over all groups and between pairs of groups. A classification of task elements was suggested as a means of describing tasks and has been used in this study.

## Chapter 4

### CLERICAL AND OFFICE TASKS

All five tasks in this category are chiefly concerned with organizational maintenance rather than a leadership function. Most have a low visibility and involve the internal school organization and relationships among specific individuals. Evaluation of clerical staff is an infrequent task of low visibility. Maintenance of school correspondence and student records is a continuous task with a low visibility in most instances, while supervision of clerical staff is normally a very low visibility routine task usually involving only the principal. Telephone use control is concerned with internal organizational maintenance and unlikely to attract much attention except when a high telephone account arrives.

### COMPARATIVE GROUP RANKINGS

There was a very high and statistically significant agreement between all four groups of inspectors, principals, deputy-principals and teachers in the relative ranking of the five tasks in this category.

There was complete agreement between inspectors, principals and deputy-principals in ranking these tasks in terms of the Spearman Rank Correlation Coefficient, and the correlation of all three groups with



Table 4  
Perceived Task Importance by Category: Spearman Rank Correlation Coefficient  
( $r_s$ ) Between Pairs of Respondent Groups with Associated  $\bar{t}$  Values

| Task Category                   | N  | Pairs of Respondent Groups |                |                |                |                |                |                |                |                |                |                |                | Critical Values |                |                |
|---------------------------------|----|----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|----------------|----------------|
|                                 |    | I-P                        | I-D            | I-T            | P-D            | P-T            | D-T            | $r_s$          | $\bar{t}$      | $r_s$          | $\bar{t}$      | $r_s$          | $\bar{t}$      | $r_s$           | $\bar{t}$      | $r_s$          |
|                                 |    | $r_s$                      | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$          | $r_s$           | $r_s$          | $r_s$          |
|                                 |    | ass. $\bar{t}$             | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$ | ass. $\bar{t}$  | ass. $\bar{t}$ | ass. $\bar{t}$ |
| Clerical and Office             | 5  | 1.00                       | -              | 1.00           | -              | 1.00           | -              | 1.00           | -              | 1.00           | -              | 1.00           | -              | 1.00            | -              | 1.00           |
| Community Relations             | 6  | .94                        | -              | 1.00           | -              | .94            | -              | .94            | -              | .94            | -              | .94            | -              | .94             | -              | .94            |
| Curriculum and Special Services | 12 | .85                        | 5.9            | .81            | 4.4            | .93            | 8.0            | .89            | 6.0            | .81            | 4.4            | .68            | 3.0            | .71             | .51            | 2.76           |
| Extra-Curricula Activities      | 9  | .52                        | -              | .90            | -              | .57            | -              | .73            | -              | .47            | -              | .64            | -              | .78             | .60            | -              |
| School Management               | 24 | .83                        | 7.0            | .79            | 5.8            | .84            | 7.2            | .96            | 16.6           | .92            | 11.1           | .94            | 12.7           | .49             | .14            | 2.51           |
| Student Personnel               | 19 | .90                        | 8.3            | .94            | 10.9           | .93            | 10.5           | .94            | 11.6           | .93            | 10.6           | .94            | 11.6           | .55             | .39            | 2.57           |
| Teacher Personnel               | 13 | .89                        | 6.6            | .67            | 3.0            | .91            | 7.3            | .80            | 4.4            | .88            | .61            | .66            | 3.0            | .68             | .43            | 2.72           |
| All Tasks                       | 88 | .92                        | 21.3           | .88            | 17.3           | .89            | 18.3           | .96            | 36.2           | .92            | 21.4           | .90            | 19.6           | -               | -              | 2.38           |

df for  $\bar{t}$  values = N-2. Value not applicable if N < 12.

Table 5<sup>a</sup>

Perceived Task Importance by Category: Kendall Coefficient of Concordance  
(W) with Critical S and Chi Square Values  $\chi^2$

| Task Category                   | N  | W    | S   | Assoc.<br>Critical<br>S Value<br>$\alpha .01$ | $\chi^2$ | Assoc.<br>Critical<br>$\chi^2$ Value<br>$\alpha .01$ |
|---------------------------------|----|------|-----|-----------------------------------------------|----------|------------------------------------------------------|
| Clerical and Office             | 5  | .962 | 154 | 109.3                                         | -        | -                                                    |
| Community Relations             | 6  | .979 | 274 | 176.2                                         | -        | -                                                    |
| Curriculum and Special Services | 12 | .875 | -   | -                                             | 38.51    | 24.72                                                |
| Extra-Curricula Activities      | 9  | .678 | -   | -                                             | 21.70    | 20.09                                                |
| School Management               | 24 | .916 | -   | -                                             | 84.30    | 41.64                                                |
| Student Personnel               | 19 | .947 | -   | -                                             | 68.21    | 34.80                                                |
| Teacher Personnel               | 13 | .852 | -   | -                                             | 40.90    | 26.22                                                |
| All Tasks                       | 88 | .935 | -   | -                                             | 325.30   | 50.89                                                |

df = N-1 Where df < 7 Chi Square test inapplicable. S value calculated in lieu.

Table 6

Perceived Task Importance by Category: Mean  
Task Ranking by Respondent Groups

| Task Category                   | Inspectors     |           | Principals     |           | Deputy-<br>Principals |           | Teachers       |           | All Groups     |           |
|---------------------------------|----------------|-----------|----------------|-----------|-----------------------|-----------|----------------|-----------|----------------|-----------|
|                                 | $\bar{X}$ Rank | Cat. Rank | $\bar{X}$ Rank | Cat. Rank | $\bar{X}$ Rank        | Cat. Rank | $\bar{X}$ Rank | Cat. Rank | $\bar{X}$ Rank | Cat. Rank |
| Clerical and Office             | 42.0           | 4         | 48.0           | 6         | 42.6                  | 3         | 49.4           | 5         | 48.2           | 5         |
| Community Relations             | 38.8           | 3         | 46.0           | 3         | 53.0                  | 6         | 42.0           | 3         | 43.8           | 3         |
| Curriculum and Special Services | 34.6           | 2         | 34.8           | 2         | 36.3                  | 2         | 25.5           | 1         | 27.6           | 1         |
| Extra-Curricula Activities      | 75.1           | 7         | 73.9           | 7         | 72.6                  | 7         | 71.9           | 7         | 72.3           | 7         |
| School Management               | 50.0           | 6         | 46.7           | 4         | 45.7                  | 4         | 50.4           | 6         | 49.7           | 6         |
| Student Personnel               | 46.2           | 5         | 47.3           | 5         | 45.8                  | 5         | 45.5           | 4         | 45.8           | 4         |
| Teacher Personnel               | 23.2           | 1         | 22.9           | 1         | 24.7                  | 1         | 31.8           | 2         | 28.8           | 2         |



the ranking by teachers was .90 (Table 4). The agreement between all four groups in terms of the Kendall W was .962 (Table 5).

All clerical and office tasks were ranked low in importance as compared with the remainder of the total tasks, with the exception of maintenance of student records and rolls, where all groups ranked this task among the first ten tasks over all task categories. The mean ranking of all tasks in this category by all groups was 48.2, with inspectors ranking 42.0, deputy-principals 42.6, principals 48.0 and teachers 49.4 in mean ranking (Table 6). Teachers ranked all five tasks in the category with a lower mean score than each of the other three groups. The widest difference in relative group ranking was 13.5 for supervision of clerical staff, while the lowest was maintenance of student records at 6.5.

#### INDIVIDUAL TASK IMPORTANCE AND PERFORMANCE ANALYSIS

##### Task #1: Evaluation of Clerical Staff

This task was ranked relatively low by all groups, with no significant difference between any groups. (Kolmogorov-Smirnov test Table 64). Principals ranked this task relatively lower than all other groups in relation to the whole task pattern, while teachers gave it the highest relative rank. Ninety principals (86.5 per cent) indicated that this task was performed.

Task #2: Maintenance of School  
Correspondence Records

This task was given a relatively high ranking by the three administrative groups, both in absolute and relative terms. Deputy-principals ranked the task higher than other groups both absolutely and relatively and also exhibited the greatest consensus. Table 63 indicates that there was a statistically significant difference in the frequency distribution between teachers and all three other groups, with teachers placing a lower importance on the task for the functioning of the school. This task was universally performed in all schools.

Task #3: Maintenance of Student  
Records and Rolls

This task ranked first in the group and also high within the total task pattern. Although all groups ranked the task relatively high, there was a significant difference between teachers and all other groups. Overall this task ranked fifth in importance, and inspectors ranked it equally with liaison with parents as the most important task for the functioning of the school. Deputy-principals ranked it second to time table organization while principals ranked it fourth. Teachers, although ranking the task statistically significantly lower than the other groups, nevertheless ranked it eighth in the total task pattern. This task was performed in all schools.

Table 7

Clerical and Office Tasks (Nos. 1-3): Perceived  
Task Importance by Respondent Groups

|                                               |     | Task Rank   |      |           | Response Frequency Percentage |      |      |      |      |      |
|-----------------------------------------------|-----|-------------|------|-----------|-------------------------------|------|------|------|------|------|
|                                               | N   | $\bar{X}^*$ | S.D. | All Tasks | In Cat.                       | E**  | VI   | I    | U    | X    |
| Task #1 Evaluation of Clerical Staff          |     |             |      |           |                               |      |      |      |      |      |
| Insp.                                         | 30  | 2.43        | .80  | 66        | 4                             | 13.3 | 23.3 | 56.7 | 6.7  | -    |
| Prin.                                         | 98  | 2.47        | .97  | 74        | 4                             | 19.2 | 19.2 | 42.3 | 13.5 | 5.8  |
| D-Pr.                                         | 64  | 2.52        | .95  | 69        | 4                             | 19.7 | 16.9 | 43.7 | 9.9  | 9.9  |
| Tchr.                                         | 339 | 2.41        | .98  | 63        | 3                             | 16.2 | 17.5 | 37.3 | 15.0 | 14.0 |
| All Groups                                    | 531 | 2.43        | .97  | 70        | 4                             | 17.0 | 18.0 | 39.9 | 13.7 | 11.4 |
| Task #2 Maintenance of Correspondence Records |     |             |      |           |                               |      |      |      |      |      |
| Insp.                                         | 30  | 3.43        | .84  | 14        | 2                             | 66.7 | 10.0 | 23.3 | -    | -    |
| Prin.                                         | 101 | 3.32        | .87  | 23        | 2                             | 55.8 | 17.3 | 23.1 | 1.0  | 2.9  |
| D-Pr.                                         | 71  | 3.54        | .73  | 9         | 2                             | 67.6 | 18.3 | 14.1 | -    | -    |
| Tchr.                                         | 361 | 2.91        | .93  | 28        | 2                             | 35.0 | 18.5 | 33.2 | 4.8  | 8.4  |
| All Groups                                    | 563 | 3.09        | .95  | 23        | 2                             | 44.1 | 17.9 | 28.7 | 3.3  | 6.0  |
| Task #3 Maintenance of Student Records        |     |             |      |           |                               |      |      |      |      |      |
| Insp.                                         | 30  | 3.80        | .48  | 1.5       | 1                             | 83.3 | 13.3 | 3.3  | -    | -    |
| Prin.                                         | 99  | 3.64        | .72  | 4         | 1                             | 74.0 | 7.7  | 13.5 | -    | 4.8  |
| D-Pr.                                         | 71  | 3.77        | .51  | 2         | 1                             | 81.7 | 14.1 | 4.2  | -    | -    |
| Tchr.                                         | 376 | 3.22        | .95  | 8         | 1                             | 51.3 | 18.0 | 21.8 | 4.3  | 4.6  |
| All Groups                                    | 576 | 3.39        | .88  | 5         | 1                             | 60.4 | 15.5 | 17.4 | 2.8  | 3.8  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



Task #4: Supervision of Clerical Staff

As for the two previous tasks teachers ranked this task significantly lower than all other groups, although all groups ranked it relatively low in the total task pattern. The high 'no opinion' frequency among teachers may indicate an unfamiliarity or an unconcern for this task. Ninety-seven principals (93.3 per cent) regarded the task as performed in their schools.

Task #5: Telephone Use Control

Control of telephone usage was universally ranked lowest in the task category and also in relative terms. Mean scores were also amongst the lowest for any task. Again, teachers recorded a statistically significantly lower response than all other groups. Eighty-seven principals (83.7 per cent) stated that this task was performed.

SUMMARY

Teachers had statistically significantly lower ratings than all other groups for four of the five clerical and office tasks. While the category was generally ranked low by all groups, the importance of an efficient student record system is stressed by the very high ranking and mean score associated with this task. Unless the cost of the telephone service becomes excessive, it is unlikely to be at issue, and hence of very low importance in the functioning of the school.

Table 8

Clerical and Office Tasks (Nos. 4-5): Perceived  
Task Importance by Respondent Groups

|                                       |     |      | Task Rank |           | Response Frequency Percentage |      |      |      |      |      |
|---------------------------------------|-----|------|-----------|-----------|-------------------------------|------|------|------|------|------|
|                                       | N   | X*   | S.D.      | All Tasks | In Cat.                       | E**  | VI   | I    | U    | X    |
| Task #4 Supervision of Clerical Staff |     |      |           |           |                               |      |      |      |      |      |
| Insp.                                 | 30  | 2.83 | .90       | 52.5      | 3                             | 26.7 | 36.7 | 30.0 | 6.7  | -    |
| Prin.                                 | 101 | 2.86 | 1.02      | 59        | 3                             | 35.6 | 22.1 | 29.8 | 9.6  | 2.9  |
| D-Pr.                                 | 70  | 2.91 | .92       | 56        | 3                             | 33.8 | 26.8 | 33.8 | 4.2  | 1.4  |
| Tchr.                                 | 353 | 2.39 | 1.00      | 64        | 4                             | 16.8 | 18.8 | 36.3 | 17.8 | 10.4 |
| All Groups                            | 554 | 2.56 | 1.02      | 60        | 3                             | 22.5 | 21.2 | 34.6 | 14.2 | 7.5  |
| Task #5 Telephone Use Control         |     |      |           |           |                               |      |      |      |      |      |
| Insp.                                 | 27  | 2.19 | .86       | 76        | 5                             | 10.0 | 13.3 | 50.0 | 16.7 | 10.0 |
| Prin.                                 | 94  | 2.32 | 1.02      | 80        | 5                             | 17.3 | 14.4 | 38.5 | 20.2 | 9.6  |
| D-Pr.                                 | 66  | 2.24 | 1.05      | 82        | 5                             | 16.9 | 14.1 | 36.6 | 25.4 | 7.0  |
| Tchr.                                 | 330 | 1.87 | .98       | 84        | 5                             | 9.4  | 7.6  | 29.2 | 37.6 | 16.2 |
| All Groups                            | 517 | 2.01 | 1.01      | 83        | 5                             | 11.7 | 9.8  | 32.7 | 32.1 | 13.7 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

## Chapter 5

### COMMUNITY RELATIONS TASKS

Community relations tasks must be viewed in the context of Victorian education, where there are no local school boards or similar authorities, and where all major policy decisions are made at the state political level or by the central administration. Most high schools have at least one parents' organization affiliated with the school (usually a mothers' club), and often there is also a fathers' club or a joint parents' group. There are no community organizations specially oriented towards high schools, although there is frequently contact between such groups as Rotary, Lions and Apex clubs. Historically commercial interests have exercised a strong influence on high school curricula, particularly in business subjects, although this has decreased in recent years. Traditionally prospective employers such as government services, banks and insurance companies have sought, and been granted access, to groups of senior students for recruitment purposes.

Community Relations was the only one of the seven task categories specifically oriented beyond the school organization to the wider community. The most direct and visible link is with parents, both individually and as a group. Liaison with parents stands apart from all the other tasks in the category as having a very high mean



score and relative ranking by all groups.

In a few schools the reception of visiting groups is both a highly visible and very frequent task, and is usually associated with some experimental or special educational program. In this context it may be regarded as a goal achievement or leadership task, but in most schools group visits are infrequent.

School organizations can be instrumental in providing a wide range of amenities to schools, and this probably accounts for the relatively high priority given to this task in importance for the functioning of the school.

#### COMPARATIVE GROUP RANKINGS

In the mean ranking of the seven task categories (Table 6) all groups ranked community relations third, with a mean ranking of 43.8 over the six tasks. Each of the respondent groups also gave third mean ranking to the category, excepting deputy-principals, who ranked it in sixth place with a mean ranking of 53.0.

The score of .979 on the Kendall W scale (Table 5) was the highest value of any of the seven task categories and indicates a statistically significant coefficient of rank concordance. There was a total agreement in the internal ranking of the task category by three pairs of groups in terms of the Spearman  $r_s$ . Inspectors, deputy-principals and teachers were in total agreement, while their rank coefficient with principals was .94 in each instance.

## INDIVIDUAL TASK IMPORTANCE AND PERFORMANCE ANALYSIS

### Task #6: Conduct of Visiting Groups

All four groups ranked this task relatively very low, with a range of only three ranks between 71 and 74. This task was ranked lowest of all the tasks in the category by all groups except principals, who ranked it fifth. There were no statistically significant differences between any groups. Eighty-seven principals (83.7 per cent) indicated that their schools were involved with visiting groups.

### Task #7: Liaison with Community Organizations

There was a range of 33.5 in rankings between groups for this task, the largest for tasks in this category and one of the largest for any task. Inspectors ranked it 27.5 in relation to all tasks while deputy-principals ranked it lowest with a relative ranking of 64. Overall ranking was 44 (Table 9). Although it was ranked third within the task category, the overall ranking of this task suggested that principals and deputy-principals, particularly, did not give a high priority to liaison with community organizations as important for the functioning of their schools. Nevertheless, nearly one-third of both groups regarded the task as essential. Ninety-six principals (92.3 per cent) stated that there was a liaison between their schools and community organizations.

Table 9

Community Relations Tasks (Nos. 6-8): Perceived  
Task Importance by Respondent Groups

|                                           |     |             | Task Rank |           | Response Frequency Percentage |      |      |      |      |      |
|-------------------------------------------|-----|-------------|-----------|-----------|-------------------------------|------|------|------|------|------|
|                                           | N   | $\bar{X}$ * | S.D.      | All Tasks | In Cat.                       | E**  | VI   | I    | U    | X    |
| Task #6 Conduct of Visiting Groups        |     |             |           |           |                               |      |      |      |      |      |
| Insp.                                     | 30  | 2.20        | .95       | 74        | 6                             | 13.3 | 16.7 | 46.7 | 23.3 | -    |
| Prin.                                     | 95  | 2.50        | .97       | 72        | 5                             | 19.2 | 19.2 | 40.4 | 12.5 | 8.7  |
| D-Pr.                                     | 65  | 2.43        | .96       | 73        | 6                             | 19.7 | 11.3 | 49.3 | 11.3 | 8.5  |
| Tchr.                                     | 367 | 2.30        | .96       | 71        | 6                             | 15.0 | 16.0 | 44.2 | 18.0 | 6.9  |
| All Groups                                | 557 | 2.34        | .96       | 72        | 6                             | 16.2 | 16.0 | 44.2 | 16.5 | 7.0  |
| Task #7 Liaison - Community Organizations |     |             |           |           |                               |      |      |      |      |      |
| Insp.                                     | 30  | 3.17        | .86       | 27.5      | 3                             | 43.3 | 33.3 | 20.0 | 3.3  | -    |
| Prin.                                     | 99  | 2.96        | .83       | 53        | 3                             | 30.8 | 30.8 | 32.7 | 1.0  | 4.8  |
| D-Pr.                                     | 71  | 2.82        | .95       | 61        | 3                             | 32.4 | 22.5 | 39.4 | 5.6  | -    |
| Tchr.                                     | 372 | 2.80        | .89       | 38        | 3                             | 24.9 | 31.0 | 33.5 | 5.1  | 5.6  |
| All Groups                                | 572 | 2.85        | .89       | 44        | 3                             | 27.7 | 30.1 | 33.4 | 4.3  | 4.5  |
| Task #8 Liaison - Commercial Interests    |     |             |           |           |                               |      |      |      |      |      |
| Insp.                                     | 30  | 2.40        | .92       | 67        | 5                             | 16.7 | 20.0 | 50.0 | 13.3 | -    |
| Prin.                                     | 97  | 2.37        | .89       | 79        | 6                             | 12.5 | 23.1 | 44.2 | 13.5 | 6.7  |
| D-Pr.                                     | 68  | 2.32        | 1.04      | 77        | 5                             | 18.3 | 16.9 | 38.0 | 22.5 | 4.2  |
| Tchr.                                     | 342 | 2.36        | .94       | 67        | 5                             | 13.7 | 18.5 | 39.6 | 15.0 | 13.2 |
| All Groups                                | 537 | 2.36        | .94       | 71        | 5                             | 14.2 | 19.2 | 40.7 | 15.5 | 10.4 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



Task #8: Liaison with Commercial Interests

This task was ranked second lowest in the category by three groups and lowest by principals, with a mean task importance score of 2.36 in Table 9. With a relative overall ranking of 71, and a highest single group ranking of 67 ranging to 79, a low priority was attached to liaison with commercial interests in the functioning of the schools. There was no significant difference in the response pattern between any groups. Only 76 (73.1 per cent) principals indicated any school liaison with commercial interests.

Task #9: Liaison with Parents

This task was highlighted as the single most important task in the functioning of the school, with an overall mean score of 3.64 and a high consensus indicated by a standard deviation of .63. Teachers regarded it as the most important task, even though their mean rank score was slightly lower than those of the other three groups. The task shared first place with maintenance of student records in the view of inspectors. Principals and deputy-principals ranked parental liaison second and fourth respectively. The task list did not differentiate between individual parents and parents as a group. All schools indicated a liaison with parents.

Task #10: Liaison with School Organizations

No specific organizations were listed so this task may be

Table 10

Community Relations Tasks (Nos. 9-11): Perceived  
Task Importance by Respondent Groups

|                                           |             | Task Rank |       |      |   | Response Frequency Percentage |      |      |      |     |
|-------------------------------------------|-------------|-----------|-------|------|---|-------------------------------|------|------|------|-----|
|                                           |             | All       |       | In   |   | E**                           | VI   | I    | U    | X   |
| N                                         | $\bar{X}^*$ | S.D.      | Tasks | Cat. |   |                               |      |      |      |     |
|                                           |             |           |       |      |   |                               |      |      |      |     |
| Task #9 Liaison - Parents                 |             |           |       |      |   |                               |      |      |      |     |
| Insp.                                     | 30          | 3.80      | .40   | 1.5  | 1 | 80.0                          | 20.0 | -    | -    | -   |
| Prin.                                     | 104         | 3.71      | .57   | 2    | 1 | 76.9                          | 17.3 | 5.8  | -    | -   |
| D-Pr.                                     | 71          | 3.72      | .59   | 4    | 1 | 78.9                          | 14.1 | 7.0  | -    | -   |
| Tchr.                                     | 375         | 3.60      | .67   | 1    | 1 | 66.5                          | 19.0 | 9.6  | -    | 4.8 |
| All                                       |             |           |       |      |   |                               |      |      |      |     |
| Groups                                    | 580         | 3.64      | .63   | 1    | 1 | 70.5                          | 18.2 | 8.2  | -    | 3.2 |
| Task #10 Liaison - School Associations    |             |           |       |      |   |                               |      |      |      |     |
| Insp.                                     | 90          | 3.43      | .62   | 14   | 2 | 50.0                          | 43.3 | 6.7  | -    | -   |
| Prin.                                     | 101         | 3.38      | .88   | 16   | 2 | 59.6                          | 17.3 | 17.3 | 2.9  | 2.9 |
| D-Pr.                                     | 70          | 3.22      | .88   | 37   | 2 | 50.7                          | 21.1 | 25.4 | 1.4  | 1.4 |
| Tchr.                                     | 373         | 3.12      | .89   | 16   | 2 | 40.9                          | 27.7 | 23.1 | 3.0  | 5.3 |
| All                                       |             |           |       |      |   |                               |      |      |      |     |
| Groups                                    | 574         | 3.20      | .88   | 17   | 2 | 45.7                          | 25.9 | 21.5 | 2.7  | 4.2 |
| Task #11 Organization of School Publicity |             |           |       |      |   |                               |      |      |      |     |
| Insp.                                     | 30          | 2.87      | .85   | 49   | 4 | 26.7                          | 36.7 | 33.3 | 3.3  | -   |
| Prin.                                     | 98          | 2.96      | .89   | 54   | 4 | 33.7                          | 25.0 | 33.7 | 1.9  | 5.8 |
| D-Pr.                                     | 69          | 2.72      | .88   | 66   | 4 | 25.4                          | 22.5 | 46.5 | 2.8  | 2.8 |
| Tchr.                                     | 364         | 2.51      | .94   | 59   | 4 | 18.3                          | 21.8 | 40.9 | 11.4 | 7.6 |
| All                                       |             |           |       |      |   |                               |      |      |      |     |
| Groups                                    | 561         | 2.63      | .94   | 58   | 4 | 22.2                          | 23.2 | 39.9 | 8.3  | 6.3 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

interpreted as involving parents' organizations, together with the school advisory council, and ex-students' groups where they exist. All groups ranked it second within the task category, and there was a significant difference in group response between deputy-principals and teachers. Deputy-principals recorded a relative overall ranking of 37, while inspectors and both principals and teachers recorded rankings of 14 and 16 respectively. Ninety-five principals (91.3 per cent) indicated a liaison with school organizations.

Task #11: Organization of School  
Publicity

All groups ranked this task as 58th in importance in the total task pattern, with a range of 17 between inspectors (49) and deputy-principals (66). There was a statistically significant difference in the response frequency distinguished between deputy-principals and teachers, but all groups ranked the task as fourth within the specific task category. Thus the task had a relatively low priority in the total task pattern. Ninety-one principals (87.5 per cent) indicated some organization of school publicity.

SUMMARY

Community relations tasks was the one task category specifically oriented to extra-organizational activities. Liaison with parents was the one task in this category which ranked far above the other five tasks in perceived importance. Liaison with school



associations ranked second in the category over all groups, and also relatively highly in the total task pattern. Liaison with community organizations ranked at the median of the total task importance hierarchy, while all others were in the lowest quartile of tasks.

There were only two statistically significant differences between the four group responses for any of the six tasks. With the exception of liaison with parents, none of the tasks in this category were likely to directly involve most of the school community, except at very irregular intervals.

## Chapter 6

### CURRICULUM AND SPECIAL SERVICES TASKS

This task category included 12 tasks concerned with school curriculum and special services, such as liaison with other schools and educational institutions. It was also concerned with the development of the school's educational philosophy. Several of the tasks might be regarded as crucial goal achievement or leadership tasks, while others primarily involved an organizational maintenance function.

Conference organization, control and maintenance of institutional materials and equipment, curriculum information dissemination, excursion organization and control and liaison with other educational institutions are within the latter category, while curriculum committee organization, development of the school educational philosophy, and organization of experimental work in the school may be regarded as involving a goal achievement function. The marked decentralization of control and decision-making which has moved to individual schools in recent years has highlighted the importance of this task category for the functioning of schools. Again liaison with elementary schools may provide opportunities for goal achievement in addition to organizational maintenance.

## COMPARATIVE GROUP RANKINGS

The relative importance of this task category in the functioning of the school was indicated by it being ranked first among the seven categories over all by the total group and by teachers. The three other groups ranked it second after tasks concerning teachers. The development of school educational philosophy was ranked highest within the category by all groups, and seventh in the total task pattern over all 88 tasks. Curriculum committee organization ranked next to development of school philosophy, both within the task category and in the total task pattern. Liaison with other schools and with tertiary institutions ranked lowest within the category and were within the third quartile of the total task hierarchy.

The concordance of ranking between all groups was indicated by the value of  $W = .875$ , significant at the .01 level of probability (Table 5). The Spearman  $r_s$  correlation coefficient between the six pairs of groups ranged from .93 for inspectors and teachers to .68 between deputy-principals and teachers (Table 4). All  $r_s$  values were statistically significant at the .01 level, except between deputy-principals and teachers, which was significant at the .05 level of probability.

Of the 72 pairs of group observations within this category, only five differences in distribution of responses were statistically significant. There was thus a high degree of correlation between the



four respondent groups in ranking the importance of these 12 tasks.

The mean ranking of the tasks in the category by all groups was 27.6 (Table 6), with teachers ranking it highest at 25.5 and deputy-principals lowest at 36.25. The development of school educational philosophy recorded the lowest range of relative rankings between groups with a difference of seven between highest and lowest ratings, while the largest difference in range was 34.5 concerning organization of experimental work in the school.

#### INDIVIDUAL TASK IMPORTANCE AND PERFORMANCE ANALYSIS

##### Task #12: Conference Organization

This task was ranked within the first quartile of all 88 tasks by all groups except principals, who ranked it 26.5. There was no statistically significant difference between the rankings by any pairs of groups. The task was performed in 97 (93.3 per cent) of respondent schools.

##### Task #13: Control and Maintenance of Instructional Materials and Equipment

All groups except principals ranked this task within the first quartile of all tasks, and there was a range of only eight points between all rankings. All principals indicated that the task was actually performed.

Table 11

Curriculum and Special Services Tasks (Nos. 12-14): Perceived  
Task Importance by Respondent Groups

|                                             |     |             | Task Rank |              | Response Frequency Percentage |      |      |      |     |     |
|---------------------------------------------|-----|-------------|-----------|--------------|-------------------------------|------|------|------|-----|-----|
|                                             | N   | $\bar{X}^*$ | S.D.      | All<br>Tasks | In<br>Cat.                    | E**  | VI   | I    | U   | X   |
| Task #12 Conference Organization            |     |             |           |              |                               |      |      |      |     |     |
| Insp.                                       | 30  | 3.37        | .75       | 17           | 5                             | 33.3 | 30.0 | 16.7 | -   | -   |
| Prin.                                       | 101 | 3.28        | .91       | 26.5         | 5.5                           | 52.9 | 25.0 | 16.3 | 2.9 | 2.9 |
| D-Pr.                                       | 70  | 3.41        | .75       | 21           | 3                             | 56.3 | 26.8 | 15.5 | -   | 1.4 |
| Tchr.                                       | 378 | 3.13        | .96       | 15           | 4                             | 45.4 | 22.8 | 22.1 | 5.6 | 4.1 |
| All                                         |     |             |           |              |                               |      |      |      |     |     |
| Groups                                      | 580 | 3.20        | .92       | 15           | 4                             | 48.4 | 24.0 | 20.0 | 4.2 | 3.3 |
| Task #13 Control of Instructional Materials |     |             |           |              |                               |      |      |      |     |     |
| Insp.                                       | 30  | 3.40        | .76       | 16           | 4                             | 56.7 | 26.7 | 16.7 | -   | -   |
| Prin.                                       | 102 | 3.31        | .80       | 24           | 3                             | 51.9 | 25.0 | 21.2 | -   | 1.9 |
| D-Pr.                                       | 71  | 3.42        | .74       | 20           | 2                             | 57.7 | 26.8 | 15.5 | -   | -   |
| Tchr.                                       | 383 | 3.11        | .93       | 17           | 5                             | 43.4 | 26.6 | 22.3 | 4.8 | 2.8 |
| All                                         |     |             |           |              |                               |      |      |      |     |     |
| Groups                                      | 587 | 3.20        | .89       | 16           | 5                             | 47.2 | 26.4 | 21.0 | 3.1 | 2.2 |
| Task #14 Curriculum Committees Organization |     |             |           |              |                               |      |      |      |     |     |
| Insp.                                       | 30  | 3.53        | .61       | 11           | 3                             | 60.0 | 33.3 | 6.7  | -   | -   |
| Prin.                                       | 102 | 3.41        | .72       | 12.5         | 2                             | 53.8 | 30.8 | 13.5 | -   | 1.9 |
| D-Pr.                                       | 69  | 3.36        | .78       | 26           | 6                             | 52.1 | 29.6 | 14.1 | 1.4 | 2.8 |
| Tchr.                                       | 377 | 3.29        | .85       | 6            | 1                             | 50.5 | 24.9 | 18.3 | 2.0 | 4.2 |
| All                                         |     |             |           |              |                               |      |      |      |     |     |
| Groups                                      | 578 | 3.34        | .81       | 8            | 2                             | 51.8 | 26.9 | 16.4 | 1.5 | 3.5 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

Task #14: Curriculum Committee  
Organization

Teachers ranked this task as the most important in this category, and sixth in the total task pattern. More than 50 per cent of all four groups regarded the task as essential for the functioning of the school, and 98 principals (94.2 per cent) indicated that curriculum committees were organized in their schools.

Task #15: Curriculum Information  
Dissemination

Inspectors ranked this task first in the category and sixth in importance over all 88 tasks. More than three-quarters of all inspectors regarded the task as essential. Teachers ranked it second in the task category and tenth in the total task hierarchy, despite the fact that they also ranked the task with the lowest mean group score for importance. There was a statistically significant difference between inspectors and teachers in their group response to this task. The task was indicated as performed in all schools except for one.

Task #16: Development of School  
Educational Philosophy

This task was ranked first by all groups in the task category and seventh over all 88 tasks. Principals and deputy-principals also ranked the task first within the category, while inspectors and teachers ranked it second and third respectively. Particularly in the context of the responsibilities now given to individual schools in



Table 12

Curriculum and Special Services Tasks (Nos. 15-17): Perceived  
Task Importance by Respondent Groups

|                                                       |     | Task Rank   |      |              | Response Frequency Percentage |      |      |      |     |     |
|-------------------------------------------------------|-----|-------------|------|--------------|-------------------------------|------|------|------|-----|-----|
|                                                       | N   | $\bar{X}$ * | S.D. | All<br>Tasks | In<br>Cat.                    | E**  | VI   | I    | U   | X   |
| Task #15 Curriculum Information Dissemination         |     |             |      |              |                               |      |      |      |     |     |
| Insp.                                                 | 30  | 3.70        | .59  | 6            | 1                             | 76.7 | 16.7 | 6.7  | -   | -   |
| Prin.                                                 | 102 | 3.28        | .82  | 26.5         | 5.5                           | 51.0 | 24.0 | 23.1 | -   | 1.9 |
| D-Pr.                                                 | 71  | 3.37        | .79  | 24           | 4.5                           | 56.3 | 23.9 | 19.7 | -   | -   |
| Tchr.                                                 | 374 | 3.21        | .84  | 10           | 2                             | 44.2 | 27.9 | 21.3 | 1.5 | 5.1 |
| All<br>Groups                                         | 577 | 3.27        | .83  | 12           | 3                             | 48.4 | 26.2 | 20.7 | 1.0 | 3.7 |
| Task #16 Development of School Educational Philosophy |     |             |      |              |                               |      |      |      |     |     |
| Insp.                                                 | 30  | 3.60        | .66  | 9            | 2                             | 70.0 | 20.0 | 10.0 | -   | -   |
| Prin.                                                 | 101 | 3.59        | .72  | 5            | 1                             | 70.2 | 15.4 | 10.6 | 1.0 | 2.9 |
| D-Pr.                                                 | 71  | 3.52        | .65  | 12           | 1                             | 60.6 | 31.0 | 8.5  | -   | -   |
| Tchr.                                                 | 366 | 3.21        | .98  | 11           | 3                             | 50.8 | 16.5 | 20.6 | 5.1 | 7.1 |
| All<br>Groups                                         | 568 | 3.36        | .91  | 7            | 1                             | 56.3 | 18.2 | 16.9 | 3.5 | 5.2 |
| Task #17 Excursions - Organization and Control        |     |             |      |              |                               |      |      |      |     |     |
| Insp.                                                 | 30  | 3.07        | .77  | 33.5         | 6                             | 33.3 | 40.0 | 26.7 | -   | -   |
| Prin.                                                 | 102 | 3.29        | .86  | 25           | 4                             | 52.9 | 23.1 | 20.2 | 1.9 | 1.9 |
| D-Pr.                                                 | 71  | 3.37        | .77  | 24           | 4.5                           | 54.9 | 26.8 | 18.3 | -   | -   |
| Tchr.                                                 | 383 | 2.99        | .91  | 25           | 7                             | 36.8 | 26.6 | 31.5 | 3.0 | 2.5 |
| All<br>Groups                                         | 586 | 3.09        | .89  | 24           | 6                             | 41.2 | 26.7 | 27.7 | 2.3 | 2.0 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

developing their own educational programs, the development of a school educational philosophy would appear to be a vital task involving primary goal achievement, and demanding continuous leadership by the principal and other key staff. However, the nebulous nature of this task was particularly evident when the responses of the staffs of specific schools are compared. For this task the responses of deputy-principals and teachers regarding performance of the task in the school were analysed and compared with those of principals. While all but three of the 104 principals stated that the development of a school educational philosophy was a task performed in their schools, teachers varied quite widely in answering the question regarding performance in their schools. In all cases it was possible to identify the principal with the 27 schools which supplied the teachers' responses. In all cases the principals indicated that they regarded the task as being performed in their schools. Of the 15 schools with deputy-principals all but one also indicated that this task was performed. However, only six of the 27 school group responses were unanimous in stating that the task was performed and all but one of these schools had less than ten responses per school. In seven instances more than half the staff of a school indicated that the task was not performed, or that they did not know if it was being performed.

The responses of teachers as a group were statistically different from those of both principals and deputy-principals at the .01 probability level.

Task #17: Excursions - Organization  
and Control

While all groups perceived the task as very important, it was ranked in the upper range of the second quartile and there was a significant difference in the distribution of responses between teachers and both principals and deputy-principals. Deputy-principals ranked the task as 24th in relative importance, while principals and teachers both ranked it 25th. Inspectors ranked it as 33.5. Nevertheless teachers, with a mean score of 2.99, recorded a lower mean score than all other groups. The task was performed in all but one of the 104 respondent schools.

Task #18: Liaison with Elementary  
Schools

This, and the two succeeding tasks involved liaison with other schools and educational institutions. Liaison with elementary schools was ranked considerably higher than liaison with other schools or tertiary institutions. There was no significant difference in the responses between any pairs of groups. Teachers, although they recorded the lowest mean score, ranked the task relatively six to eleven places higher than other groups in the total pattern. Five principals indicated that they had no liaison with elementary schools.

Task #19: Liaison with Other Schools

All groups made a clear distinction in ranking liaison with



Table 13

Curriculum and Special Services Tasks (Nos. 18-20): Perceived  
Task Importance by Respondent Groups

| Task Rank                                   |             |      |           |         | Response Frequency Percentage |      |      |      |     |     |
|---------------------------------------------|-------------|------|-----------|---------|-------------------------------|------|------|------|-----|-----|
| N                                           | $\bar{X}^*$ | S.D. | All Tasks | In Cat. | E**                           | VI   | I    | U    | X   |     |
| Task #18 Liaison with Elementary Schools    |             |      |           |         |                               |      |      |      |     |     |
| Insp.                                       | 30          | 2.97 | .75       | 40      | 7                             | 26.7 | 43.3 | 30.0 | -   | -   |
| Prin.                                       | 100         | 3.11 | .89       | 38      | 7                             | 41.3 | 26.9 | 25.0 | 2.9 | 3.8 |
| D-Pr.                                       | 70          | 3.12 | .89       | 43      | 8                             | 42.3 | 28.2 | 25.4 | 2.8 | 1.4 |
| Tchr.                                       | 374         | 2.88 | .95       | 32      | 8                             | 31.7 | 25.9 | 31.2 | 6.1 | 5.1 |
| All                                         |             |      |           |         |                               |      |      |      |     |     |
| Groups                                      | 574         | 2.95 | .93       | 34      | 8                             | 34.4 | 27.2 | 29.4 | 4.8 | 4.2 |
| Task #19 Liaison with Other Schools         |             |      |           |         |                               |      |      |      |     |     |
| Insp.                                       | 30          | 2.63 | .80       | 61.5    | 12                            | 16.7 | 33.3 | 46.7 | 3.3 | -   |
| Prin.                                       | 96          | 2.84 | .94       | 61      | 12                            | 29.8 | 23.1 | 34.6 | 4.8 | 7.7 |
| D-Pr.                                       | 70          | 2.80 | .84       | 64      | 12                            | 23.9 | 33.8 | 38.0 | 2.8 | 1.4 |
| Tchr.                                       | 366         | 2.68 | .88       | 48      | 12                            | 21.1 | 25.9 | 41.4 | 4.6 | 7.1 |
| All                                         |             |      |           |         |                               |      |      |      |     |     |
| Groups                                      | 562         | 2.72 | .88       | 54      | 12                            | 22.7 | 26.7 | 40.1 | 4.3 | 6.2 |
| Task #20 Liaison with Tertiary Institutions |             |      |           |         |                               |      |      |      |     |     |
| Insp.                                       | 29          | 2.66 | .76       | 60      | 11                            | 13.3 | 40.0 | 40.0 | 3.3 | 3.3 |
| Prin.                                       | 101         | 2.87 | .91       | 58      | 11                            | 30.8 | 26.9 | 35.6 | 3.8 | 2.9 |
| D-Pr.                                       | 69          | 3.01 | .93       | 52      | 9                             | 36.6 | 25.4 | 32.4 | 2.8 | 2.8 |
| Tchr.                                       | 379         | 2.74 | .90       | 46      | 11                            | 25.1 | 25.4 | 40.9 | 4.8 | 3.8 |
| All                                         |             |      |           |         |                               |      |      |      |     |     |
| Groups                                      | 578         | 2.79 | .91       | 49      | 11                            | 26.9 | 26.4 | 38.9 | 4.3 | 3.5 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

elementary as compared to other schools. There was no significant difference between the responses of any groups and all groups ranked this task lowest within the task category. Seven of the 104 principals indicated that there was no liaison with other schools.

Task #20: Liaison with Tertiary Institutions

All groups ranked this task in the third quartile of all tasks, and slightly above liaison with other schools. Teachers ranked the task relatively highest in 46th place, while inspectors ranked it lowest in 60th position. Ninety-five principals (91.3 per cent) indicated a liaison with tertiary institutions.

Task #21: Library Services Supervision

Although there was no significant difference between any groups in ranking this task by distribution of responses, the three in-school groups ranked it as 40th and 42nd in the total task pattern while inspectors ranked it 57th. Ninety-three principals indicated that there was supervision of library services within their schools.

Task #22: Organization of Experimental Work in School

This was the only task in the total 88 tasks in which the mean score of teachers exceeded all other groups. While there was no statistically significant difference between any pairs of group responses, this task had one of the highest ranges in relative rankings

Table 14

Curriculum and Special Services Tasks (Nos. 21-23): Perceived  
Task Importance by Respondent Groups

|                                                      |     | Task Rank   |      |              | Response Frequency Percentage |      |      |      |     |      |
|------------------------------------------------------|-----|-------------|------|--------------|-------------------------------|------|------|------|-----|------|
|                                                      | N   | $\bar{X}^*$ | S.D. | All<br>Tasks | In<br>Cat.                    | E**  | VI   | I    | U   | X    |
| Task #21 Library Services Supervision                |     |             |      |              |                               |      |      |      |     |      |
| Insp.                                                | 30  | 2.76        | .88  | 57           | 10                            | 23.3 | 36.7 | 33.3 | 6.7 | -    |
| Prin.                                                | 97  | 3.09        | .93  | 42           | 8                             | 41.3 | 23.1 | 25.0 | 3.8 | 6.7  |
| D-Pr.                                                | 63  | 3.21        | .91  | 40           | 7                             | 45.1 | 19.7 | 21.1 | 2.8 | 11.3 |
| Tchr.                                                | 368 | 2.77        | .99  | 42           | 10                            | 28.4 | 23.9 | 32.2 | 8.9 | 6.6  |
| All<br>Groups                                        | 558 | 2.87        | .98  | 41           | 10                            | 32.4 | 23.9 | 29.7 | 7.2 | 6.8  |
| Task #22 Organization of Experimental Work in School |     |             |      |              |                               |      |      |      |     |      |
| Insp.                                                | 30  | 2.77        | .80  | 55.5         | 9                             | 20.0 | 40.0 | 36.7 | 3.3 | -    |
| Prin.                                                | 94  | 2.95        | .90  | 55           | 10                            | 30.8 | 27.9 | 27.9 | 3.8 | 9.6  |
| D-Pr.                                                | 69  | 2.93        | .87  | 55           | 11                            | 32.4 | 26.8 | 36.6 | 1.4 | 2.8  |
| Tchr.                                                | 368 | 3.04        | .90  | 21           | 6                             | 35.5 | 29.7 | 24.1 | 4.1 | 6.6  |
| All<br>Groups                                        | 561 | 2.99        | .90  | 31           | 7                             | 33.6 | 29.5 | 26.9 | 3.7 | 6.3  |
| Task #23 Trainee Teacher Supervision                 |     |             |      |              |                               |      |      |      |     |      |
| Insp.                                                | 30  | 2.87        | .88  | 49           | 8                             | 30.0 | 30.0 | 36.7 | 3.3 | -    |
| Prin.                                                | 99  | 3.09        | .90  | 43.5         | 9                             | 40.4 | 26.0 | 26.0 | 2.9 | 4.8  |
| D-Pr.                                                | 71  | 2.93        | .89  | 54           | 10                            | 29.6 | 40.8 | 22.5 | 7.0 | -    |
| Tchr.                                                | 378 | 2.84        | .96  | 33           | 9                             | 30.5 | 26.4 | 32.2 | 6.9 | 4.1  |
| All<br>Groups                                        | 578 | 2.89        | .94  | 38           | 9                             | 32.1 | 28.2 | 30.2 | 6.0 | 3.5  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



of 34.5, a situation resulting from teachers ranking it as 21st when all other groups ranked it 55 and 55.5.

Task #23: Trainee Teacher  
Supervision

All groups ranked this task relatively low in the task category, and the range of 21 in ranking between groups was virtually a quartile range. Deputy-principals ranked it 54th, while teachers ranked it in 33rd position.

SUMMARY

Curriculum and special services were ranked as the most important task category by all groups. With only five significant differences in responses involving the 12 tasks over 72 pairs of group comparisons, there was a high degree of agreement between groups in ranking tasks concerned with curriculum and special services. The development of the school educational philosophy was clearly regarded as the most important of all the tasks in this category and among the most important of all listed tasks. The confusion which existed regarding the performance of this task was evidenced by the variation in responses among teachers from a specific school in indicating whether they believed the task was being performed in their school. Organization of curricula committees and curriculum information dissemination are closely associated, and ranked second and third in the category as well as being ranked eighth and twelfth respectively

in total task patterns.

The need for regular control and maintenance of instructional equipment and materials was recognized by the relatively high ranking given to this task. Liaison with other schools and tertiary institutions ranked low within the category and overall. The wide range of ranking in the organization of experimental work in the school resulted from the large difference in relative ranking between teachers and all three other groups. This was the sole task in the total study where the mean score of teachers exceeded all other groups.

## Chapter 7

### EXTRA-CURRICULA ACTIVITY TASKS

All four groups of inspectors, principals, deputy-principals and teachers regarded these tasks as by far the least important of all the seven task categories. While individual tasks in other categories ranked lower than extra-curricula tasks, the overall mean task category rank of 72.3 represented a far lower ranking than the mean rank of 49.7 ascribed to the next lowest category (Table 6). The range of mean ranks between groups for this category was only 3.2, from 71.9 to 75.1. Seven of the nine tasks were in the fourth quartile of rankings.

### COMPARATIVE GROUP RANKINGS

The Kendall W score of .678 was significant at the .01 level (Table 5) and confirmed the overall consensus of ranking between all groups. However, when the internal consistency of ranking between pairs of groups was correlated by the Spearman  $r_s$  coefficient there was a range of values from .90 to .33, and only two of the seven values were statistically significant at the .05 level.

This category of tasks involved a consideration of the basic philosophical question of what are the expected and desirable goals of



a school in the education of children? Any detailed consideration of this fundamental problem was beyond the scope of this study, but attention is directed to it as a basis for considering whether in fact such activities are properly named as extra-curricula tasks. It was quite clear, however, that all staff groups in Victorian high schools regarded these activities as peripheral to the functioning of a school.

There were only six statistically significant differences in responses over the 54 pairs of group responses and these concerned four tasks only. One task, Student Representative Council liaison, stood apart from all other tasks as of greater importance in the perception of all groups.

#### INDIVIDUAL TASK IMPORTANCE AND PERFORMANCE ANALYSIS

##### Task #24: Drama Festival Organization

All groups ranked this task as 80th in the total task pattern, thus it was considered to be of very low importance for the functioning of the school. There was a high consensus between respondent groups with a range of only seven rankings between groups. The responses of principals and teachers were significantly different. Only 52 per cent of principals indicated that drama festivals were organized in their schools.

Table 15

Extra-Curricula Activities Tasks (Nos. 24-26): Perceived  
Task Importance by Respondent Groups

|                                                  |             | Task Rank |           |         | Response Frequency Percentage |      |      |      |      |  |
|--------------------------------------------------|-------------|-----------|-----------|---------|-------------------------------|------|------|------|------|--|
| N                                                | $\bar{X}$ * | S.D.      | All Tasks | In Cat. | E**                           | VI   | I    | U    | X    |  |
| Task #24 Drama Festival Organization             |             |           |           |         |                               |      |      |      |      |  |
| Insp.                                            | 29          | 2.10      | .55 79    | 5       | -                             | 20.0 | 66.7 | 3.3  | 3.3  |  |
| Prin.                                            | 80          | 2.24      | .91 82    | 9       | 8.7                           | 17.3 | 34.6 | 16.3 | 23.1 |  |
| D-Pr.                                            | 61          | 2.38      | .85 75    | 4       | 9.9                           | 23.9 | 40.8 | 11.3 | 14.1 |  |
| Tchr.                                            | 365         | 2.12      | .93 79    | 8       | 10.4                          | 15.0 | 42.1 | 25.1 | 7.4  |  |
| All Groups                                       | 535         | 2.16      | .91 80    | 8       | 9.5                           | 16.7 | 41.9 | 21.2 | 10.7 |  |
| Task #25 School Clubs and Societies Organization |             |           |           |         |                               |      |      |      |      |  |
| Insp.                                            | 30          | 2.13      | .50 78    | 4       | -                             | 20.0 | 73.3 | 6.7  | -    |  |
| Prin.                                            | 89          | 2.39      | .89 78    | 7       | 13.5                          | 17.3 | 44.2 | 10.6 | 14.4 |  |
| D-Pr.                                            | 73          | 2.41      | .75 74    | 3       | 8.5                           | 25.4 | 49.3 | 5.6  | 11.3 |  |
| Tchr.                                            | 361         | 2.26      | .89 73    | 4       | 11.4                          | 17.0 | 47.0 | 16.2 | 8.4  |  |
| All Groups                                       | 543         | 2.29      | .86 75    | 4       | 10.9                          | 18.2 | 48.1 | 13.5 | 9.3  |  |
| Task # 26 School Magazine or Paper Liaison       |             |           |           |         |                               |      |      |      |      |  |
| Insp.                                            | 30          | 2.07      | .68 80    | 6       | -                             | 26.7 | 53.3 | 20.0 | -    |  |
| Prin.                                            | 95          | 2.41      | .90 77    | 6       | 14.4                          | 20.2 | 45.2 | 11.5 | 8.7  |  |
| D-Pr.                                            | 69          | 2.36      | .85 76    | 5       | 11.3                          | 25.4 | 47.9 | 12.7 | 2.8  |  |
| Tchr.                                            | 373         | 2.29      | .87 72    | 3       | 11.2                          | 20.1 | 48.2 | 15.2 | 5.3  |  |
| All Groups                                       | 567         | 2.31      | .87 73    | 3       | 11.2                          | 21.0 | 47.9 | 14.5 | 5.3  |  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

Task #25: School Clubs and  
Societies Organization

There was a range of only five ranks between respondent groups for this task, the equal lowest for the category with the lowest rank of 73 being assigned by teachers. Deputy-principals ranked it 74th, while both inspectors and principals ranked it as 78th. Only 72 per cent of principals indicated that clubs or societies were organized in their schools.

Task #26: School Magazine or Paper  
Management or Liaison

More than 92 per cent of principals indicated that their school produced a school magazine or paper. In the all-group response the task ranked third in importance in the extra-curricula task category, and 73rd in the total task hierarchy.

Task #27: School Socials  
Organization

More than 83 per cent of principals indicated that school socials were organized in their schools, and there was a range of only five ranks between groups, with teachers ranking it 76th and both principals and inspectors ranking it 81st in relative importance.

Task #28: School Sports Meetings  
Organization

Inter-house and inter-school sporting events remained the most popular of extra-curricula activities with 99 per cent of principals



Table 16

Extra-Curricula Activities Tasks (Nos. 27-29): Perceived  
Task Importance by Respondent Groups

|                                              |             | Task Rank |           |         | Response Frequency Percentage |      |      |      |      |      |
|----------------------------------------------|-------------|-----------|-----------|---------|-------------------------------|------|------|------|------|------|
| N                                            | $\bar{X}^*$ | S.D.      | All Tasks | In Cat. | E**                           | VI   | I    | U    | X    |      |
| Task #27 School Socials Organization         |             |           |           |         |                               |      |      |      |      |      |
| Insp.                                        | 29          | 2.00      | .79       | 81      | 7                             | 3.3  | 20.0 | 46.7 | 26.7 | 3.3  |
| Prin.                                        | 93          | 2.26      | .95       | 81      | 8                             | 12.5 | 17.3 | 40.4 | 19.2 | 10.6 |
| D-Pr.                                        | 64          | 2.25      | .94       | 80.5    | 7.5                           | 11.3 | 19.7 | 39.4 | 19.7 | 9.9  |
| Tchr.                                        | 370         | 2.18      | .91       | 76      | 6                             | 10.7 | 16.8 | 45.4 | 21.1 | 6.1  |
| All Groups                                   | 556         | 2.19      | .91       | 79      | 7                             | 10.7 | 17.4 | 43.9 | 20.9 | 7.2  |
| Task #28 School Sports Meetings Organization |             |           |           |         |                               |      |      |      |      |      |
| Insp.                                        | 30          | 2.33      | .91       | 69      | 2                             | 13.3 | 23.3 | 46.7 | 16.7 | -    |
| Prin.                                        | 101         | 2.72      | .96       | 65      | 2                             | 26.0 | 26.9 | 35.6 | 8.7  | 2.9  |
| D-Pr.                                        | 71          | 2.46      | .84       | 70      | 2                             | 12.7 | 31.0 | 46.5 | 9.9  | -    |
| Tchr.                                        | 388         | 2.55      | .93       | 56      | 2                             | 19.3 | 26.6 | 41.1 | 11.4 | 1.5  |
| All Groups                                   | 590         | 2.56      | .93       | 61      | 2                             | 19.4 | 27.0 | 41.1 | 11.0 | 1.5  |
| Task #29 Speech Day or Night Organization    |             |           |           |         |                               |      |      |      |      |      |
| Insp.                                        | 30          | 1.80      | .79       | 83      | 8                             | 3.3  | 13.3 | 43.3 | 40.0 | -    |
| Prin.                                        | 97          | 2.46      | 1.08      | 75      | 4                             | 20.2 | 25.0 | 26.0 | 22.1 | 6.7  |
| D-Pr.                                        | 64          | 2.25      | 1.05      | 80.5    | 7.5                           | 14.1 | 21.1 | 28.2 | 26.8 | 9.9  |
| Tchr.                                        | 343         | 1.91      | .96       | 82      | 9                             | 8.6  | 10.9 | 31.5 | 36.0 | 12.9 |
| All Groups                                   | 534         | 2.04      | 1.01      | 82      | 9                             | 11.0 | 14.7 | 30.7 | 32.7 | 10.9 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

indicating their occurrence. Teachers ranked the task relatively higher than all other groups, but there was no significant difference in responses between any pairs of groups.

Task #29: Speech Day or Night.  
Organization

This task ranked as the lowest of the nine tasks in the category and very low among all tasks. Principals attached a significantly higher importance to the task than either inspectors or teachers. Less than 78 per cent of principals indicated that their schools organized this event.

Task #30: Social Service Program  
Organization

Principals attached a statistically significant higher importance to this task than did teachers, although all groups ranked it very low in importance in the functioning of the school. Ninety-six principals (92.3 per cent) stated that their schools had social service programs.

Task #31: Student Awards  
Compilation

Inspectors ranked this task very low and their response was statistically significant from that of both principals and deputy-principals, but no group ranked the task higher than 72nd in the total pattern. Ninety-four principals (90.4 per cent) indicated that student awards were made in their schools.

Table 17

Extra-Curricula Activities Tasks (Nos. 30-32): Perceived  
Task Importance by Respondent Groups

|                                                 |             | Task Rank |           |         |     | Response Frequency Percentage |      |      |      |     |
|-------------------------------------------------|-------------|-----------|-----------|---------|-----|-------------------------------|------|------|------|-----|
| N                                               | $\bar{X}^*$ | S.D.      | All Tasks | In Cat. | E** | VI                            | I    | U    | X    |     |
| Task #30 Social Service Program Organization    |             |           |           |         |     |                               |      |      |      |     |
| Insp.                                           | 30          | 2.17      | .69       | 77      | 3   | 6.7                           | 13.3 | 70.0 | 10.0 | -   |
| Prin.                                           | 101         | 2.51      | .93       | 71      | 3   | 19.2                          | 23.1 | 43.3 | 11.5 | 2.9 |
| D-Pr.                                           | 71          | 2.30      | .85       | 79      | 6   | 9.9                           | 25.4 | 49.3 | 15.5 | -   |
| Tchr.                                           | 375         | 2.13      | .90       | 78      | 7   | 9.4                           | 16.8 | 45.4 | 23.6 | 4.8 |
| All Groups                                      | 577         | 2.22      | .90       | 77      | 6   | 11.0                          | 18.7 | 46.7 | 19.9 | 3.7 |
| Task #31 Student Awards Compilation             |             |           |           |         |     |                               |      |      |      |     |
| Insp.                                           | 28          | 1.79      | .67       | 84      | 9   | 3.3                           | 3.3  | 56.7 | 30.0 | 6.7 |
| Prin.                                           | 96          | 2.43      | 1.03      | 76      | 5   | 19.2                          | 20.2 | 34.6 | 18.3 | 7.7 |
| D-Pr.                                           | 67          | 2.46      | 1.10      | 72      | 9   | 23.9                          | 16.9 | 32.4 | 21.1 | 5.6 |
| Tchr.                                           | 369         | 2.19      | .94       | 75      | 5   | 11.4                          | 17.8 | 41.6 | 22.8 | 6.3 |
| All Groups                                      | 560         | 2.24      | .98       | 76      | 5   | 13.9                          | 17.4 | 40.1 | 22.2 | 6.5 |
| Task #32 Student Representative Council Liaison |             |           |           |         |     |                               |      |      |      |     |
| Insp.                                           | 30          | 2.90      | .87       | 45.5    | 1   | 33.3                          | 23.3 | 43.3 | -    | -   |
| Prin.                                           | 99          | 2.86      | .98       | 60      | 1   | 31.7                          | 26.9 | 27.9 | 8.7  | 4.8 |
| D-Pr.                                           | 67          | 3.04      | .84       | 47.5    | 1   | 33.8                          | 32.4 | 26.8 | 1.4  | 5.6 |
| Tchr.                                           | 359         | 2.74      | 1.00      | 45      | 1   | 27.2                          | 22.8 | 31.7 | 9.4  | 8.9 |
| All Groups                                      | 555         | 2.81      | .98       | 48      | 1   | 29.0                          | 24.7 | 31.1 | 7.8  | 7.3 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



Task #32: Student Representative  
Council Liaison

Nearly 85 per cent of principals indicated some form of student representation in their schools, but the study did not include data of its detailed type or effectiveness. All groups clearly distinguished this task from all others in the category, and this may indicate that it is inappropriate to regard it as an extra-curricula activity. Although their response was not statistically different from other groups, it was interesting to note that principals ranked the task up to 15 places lower than other groups.

SUMMARY

All tasks in this category, except Student Representative Council liaison, were ranked very low in the total importance hierarchy.

This situation may reflect pressures for use of scarce resources in the school system as well as the basic philosophy of educational goals. Inspectors ranked five of these tasks marginally lower than other groups, although their responses were significantly lower in only three of 27 possible group comparisons. The internal ranking of the nine tasks between the four groups showed the lowest levels of correlation of any category in terms of the Kendall W score.

## Chapter 8

### SCHOOL MANAGEMENT TASKS

This task category included a total of 24 tasks, which constituted the largest single group in the study. Financial management tasks were included within this category, and not specially distinguished as they are in many North American studies. As may be expected within such a large task category, there was a range of activities extending over the whole description of tasks, although there was a strong emphasis on those directly concerned with organizational maintenance rather than goal achievement or leadership tasks. Some were of vital importance in the efficient daily operation of the whole school, while others were trivial and occurred once a year only, or affected only specific groups.

The operation of a school bell system is probably one of the most persistent organizational maintenance tasks. Although state education is theoretically free, most high schools charge subject fees to cover bulk purchases of materials and class sets of books. Many high schools have a small canteen providing bagged lunches, fruit, ice cream and confectionary to staff and students. There is usually a paid manageress assisted by a voluntary roster of mothers. Traditionally the formal examination of virtually all subjects each term meant that

at least three weeks of every school year were devoted to the conduct of examinations. With the contemporary policy of eliminating virtually all written examinations, particularly at lower form levels, there has tended to be much less importance attached to this task. While regulations require that every school shall have an emergency fire evacuation plan, the likelihood of such an evacuation is not great and may thus affect the perceived importance of the task.

Most high school students eat lunches at school and the consequent litter problem is one of the most constant and irksome tasks in school management. In most schools teachers on 'yard duty' supervise a roster of students responsible for placing and removing litter bins and generally supervise the cleaning of the grounds. Locker management is a low visibility organizational maintenance task usually allocated to a staff member as an extra-curricula duty, and involves allocation of lockers and recall, together with replacement of lost keys. Only minor and urgent maintenance of buildings is in the direct province of the principal, with major jobs being scheduled by the central administration. The public address system is the main means of routine communication with students in most schools, although its use varies between schools.

The requisition of school supplies from central stores is a very low visibility organizational maintenance task concerning the school administration, normally on an annual or semi-annual basis. Large sums of money pass through the typical high school to cover the



many transactions made directly by the school and the collection and accounting for monies involved in excursions, etc. is often done by teachers. Accounting for supplies and equipment often involves control on their use and is usually a very low visibility organizational maintenance task, except in those schools where charges are debited against departments, when co-ordinators become very much involved in the task.

As most schools do not have an assembly hall the usual means of face-to-face communication with the whole school is at an outdoor assembly, often held weekly, and the organization and conduct of this assembly is a regular school task. Students purchase their own textbooks and materials and most schools operate a bookstore to supply these. However in recent years the practice has developed where schools direct students to a retailer who supplies the books and pays the school a commission on sales. The task is a very low visibility organizational maintenance task except for the teacher or clerical staff directly involved in its performance. The taking of school form and group photographs is a traditional annual event in most schools, and this usually involves some interruption to normal school routine for a few hours.

There is no urban school bus service in Victoria as exists in many North American centres. In rural areas and fringe urban areas a government-financed contracted bus service provides free transport to students living more than three miles from the nearest school.

Frequently the high school principal is responsible for organizing all school buses serving a number of schools in the town. In addition to contract services most schools also charter buses regularly for various visits and events and in some schools this activity is co-ordinated to ensure the most economical rates and for accounting purposes.

The development and beautification of school grounds is the responsibility of the school advisory council and in new schools is often a major project. Parents of students may insure their children against medical or dental expenses arising from accident and the school provides distribution facilities for a government-approved commercial insurance company and for their agent to collect premiums annually. The supervision of caretakers and cleaners is usually a routine organizational maintenance task, and is normally of direct concern only to the principal. The preparation of the school time table was traditionally a task of the senior master and involves both considerable time and skill to develop a schedule necessary for the efficient organization of classes. While important for organizational maintenance the organization of time tables may also provide opportunities for goal achievement.

#### COMPARATIVE GROUP RANKINGS

As a category, school management tasks ranked in sixth place with a mean ranking of 49.7, but it should be stressed that the third ranking group of community relations tasks had a mean ranking of 43.8,

so there was a difference of less than six points between third and sixth ranking. It was not surprising that principals and deputy-principals both ranked the task category slightly higher than inspectors or teachers in mean ranking, but there was no significant difference between these rankings.

The overall group concordance in ranking the tasks was indicated by the Kendall W coefficient of .916 which was statistically significant at the .01 probability level, while the Spearman  $r_s$  coefficient between pairs of groups ranged from .96 between principals and deputy-principals to .83 between principals and inspectors. All six values were statistically significant at the .01 probability level.

Of the 144 pairs of group responses involving the 24 tasks, 39 pairs indicated a statistically significant difference with the application of the Kolmogorov-Smirnov test. Thirty-one of these pairs involved teachers. There was no significant difference between the responses of principals and deputy-principals for any one of the 24 tasks.

Most of the tasks were low visibility tasks of administrative concern, but the single task which stood above all others was the organization of time tables. All groups ranked this as the most important task in the category and second in the total list of 88 tasks. Principals and deputy-principals ranked it first amongst all tasks, teachers ranked it second, while inspectors ranked it tenth. No other tasks in the category ranked in the all-group ten most important tasks,



but principals and deputy-principals regarded budgeting and collection of fees and school cash accounting as being within the top ten tasks in importance.

Parking supervision was ranked last of all tasks in importance, just ahead of the organization of school photographs and collection of students' insurance premiums. Four tasks were ranked in importance by all groups within the first quartile, five in the second quartile, eight within the third quartile and seven in the fourth quartile.

#### INDIVIDUAL TASK IMPORTANCE AND PERFORMANCE ANALYSIS

##### Task #33: Bell System Operation

Deputy-principals ranked this task as 24th in the total task pattern, while inspectors ranked it 58.5, a difference of 34.5 points. This range was exceeded by only one other task in the entire study. The response distribution of deputy-principals was statistically different from that of both inspectors and teachers at the .01 level (Table 64), while principals differed from teachers at the .05 level of probability. Only three of 104 principals stated that there was no bell system operating in their schools.

##### Task #34: Budgeting and Collection of Fees

Three groups ranked this task second in importance within the category, while inspectors ranked it fourth. Deputy-principals and

Table 18

School Management Tasks (Nos. 33-35): Perceived  
Task Importance by Respondent Groups

|                                           |     | Task Rank   |      |           | Response Frequency Percentage |      |      |      |      |     |
|-------------------------------------------|-----|-------------|------|-----------|-------------------------------|------|------|------|------|-----|
|                                           | N   | $\bar{X}^*$ | S.D. | All Tasks | In Cat.                       | E**  | VI   | I    | U    | X   |
| Task #33 Bell System Operation            |     |             |      |           |                               |      |      |      |      |     |
| Insp.                                     | 30  | 2.73        | .89  | 58.5      | 15.5                          | 26.7 | 23.3 | 46.7 | 3.3  | -   |
| Prin.                                     | 102 | 3.15        | 1.01 | 34        | 8                             | 53.8 | 9.6  | 29.8 | 4.8  | 1.9 |
| D-Pr.                                     | 71  | 3.37        | .89  | 24        | 6                             | 63.4 | 11.3 | 23.9 | 1.4  | -   |
| Tchr.                                     | 378 | 2.74        | 1.12 | 43        | 9                             | 36.8 | 12.7 | 31.7 | 14.7 | 4.1 |
| All                                       |     |             |      |           |                               |      |      |      |      |     |
| Groups                                    | 581 | 2.89        | 1.09 | 39        | 9                             | 42.4 | 12.5 | 31.2 | 10.9 | 3.0 |
| Task #34 Budgeting and Collection of Fees |     |             |      |           |                               |      |      |      |      |     |
| Insp.                                     | 30  | 3.27        | .73  | 22.5      | 4                             | 43.3 | 40.0 | 16.7 | -    | -   |
| Prin.                                     | 103 | 3.52        | .79  | 7         | 2                             | 68.3 | 16.3 | 12.5 | 1.9  | 1.0 |
| D-Pr.                                     | 69  | 3.62        | .66  | 6         | 2                             | 70.4 | 16.9 | 9.9  | -    | 2.8 |
| Tchr.                                     | 380 | 3.11        | .96  | 18        | 2                             | 46.2 | 18.5 | 27.4 | 4.3  | 3.6 |
| All                                       |     |             |      |           |                               |      |      |      |      |     |
| Groups                                    | 582 | 3.25        | .92  | 13        | 2                             | 52.8 | 19.0 | 22.2 | 3.2  | 2.8 |
| Task #35 Canteen Management               |     |             |      |           |                               |      |      |      |      |     |
| Insp.                                     | 30  | 2.77        | .72  | 55.5      | 14                            | 16.7 | 43.3 | 40.0 | -    | -   |
| Prin.                                     | 102 | 3.04        | .99  | 50        | 14                            | 44.2 | 19.2 | 28.8 | 5.8  | 1.9 |
| D-Pr.                                     | 71  | 2.87        | .98  | 57        | 15                            | 35.2 | 23.9 | 33.8 | 7.0  | -   |
| Tchr.                                     | 384 | 2.60        | 1.02 | 54        | 13                            | 27.2 | 16.0 | 42.1 | 12.2 | 2.5 |
| All                                       |     |             |      |           |                               |      |      |      |      |     |
| Groups                                    | 587 | 2.72        | 1.01 | 55        | 14                            | 30.6 | 18.9 | 38.7 | 9.8  | 2.0 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

principals ranked the task sixth and seventh respectively amongst all tasks. The response of teachers was significantly different from both principals and deputy-principals at the .01 level of probability. All principals indicated that this task was performed.

Task #35: Canteen Management

This was an activity ranked by all groups in the middle of the third quartile of all tasks. Principals recorded a statistically higher response to that of teachers at the .01 level. All principals, except two, stated that their school operated a canteen.

Task #36: Examination Organization

All groups ranked the task within less than the fifteen-point range of 31 (teachers) to 45.5 (inspectors) and there was no significant difference between any pair of groups. Ninety-four principals (90.4 per cent) indicated that examinations were organized in their schools.

Task #37: Fire Drills Organization

Ninety-four principals stated that fire drills were organized in their schools. Teachers recorded a significantly lower response to both inspectors and principals in ranking this task. Inspectors ranked the task relatively higher than all other groups at 42.5, while principals ranked it 52nd and deputy-principals and teachers 67th and 68th respectively. Deputy-principals had a wide range of response to this task with a standard deviation of 1.16.



Table 19

School Management Tasks (Nos. 36-38): Perceived  
Task Importance by Respondent Groups

|                                           |     | Task Rank   |      |           | Response Frequency Percentage |      |      |      |      |     |
|-------------------------------------------|-----|-------------|------|-----------|-------------------------------|------|------|------|------|-----|
|                                           | N   | $\bar{X}$ * | S.D. | All Tasks | In Cat.                       | E**  | VI   | I    | U    | X   |
| Task #36 Examinations Organization        |     |             |      |           |                               |      |      |      |      |     |
| Insp.                                     | 30  | 2.90        | .87  | 45.5      | 11                            | 30.0 | 33.3 | 33.3 | 3.3  | -   |
| Prin.                                     | 101 | 3.10        | 1.02 | 39.5      | 10                            | 48.1 | 18.3 | 23.1 | 7.7  | 2.9 |
| D-Pr.                                     | 69  | 3.23        | .87  | 35.5      | 10                            | 49.3 | 22.5 | 23.9 | 1.4  | 2.8 |
| Tchr.                                     | 381 | 2.88        | 1.02 | 31        | 7                             | 36.5 | 21.1 | 30.2 | 8.9  | 3.3 |
| All Groups                                | 581 | 2.96        | 1.01 | 33        | 7                             | 39.7 | 21.4 | 28.4 | 7.5  | 3.0 |
| Task #37 Fire Drills Organization         |     |             |      |           |                               |      |      |      |      |     |
| Insp.                                     | 30  | 2.93        | .85  | 42.5      | 9.5                           | 33.3 | 26.7 | 40.0 | -    | -   |
| Prin.                                     | 100 | 2.96        | 1.00 | 52        | 15                            | 40.4 | 17.3 | 32.7 | 5.8  | 3.8 |
| D-Pr.                                     | 68  | 2.60        | 1.16 | 67        | 20                            | 32.4 | 14.1 | 28.2 | 21.1 | 4.2 |
| Tchr.                                     | 357 | 2.35        | 1.04 | 68        | 19                            | 19.0 | 13.5 | 38.3 | 19.8 | 9.4 |
| All Groups                                | 555 | 2.52        | 1.07 | 63        | 17                            | 25.0 | 14.9 | 36.2 | 16.5 | 7.3 |
| Task #38 Grounds Cleanliness Organization |     |             |      |           |                               |      |      |      |      |     |
| Insp.                                     | 30  | 3.10        | .83  | 32        | 7                             | 40.0 | 30.0 | 30.0 | -    | -   |
| Prin.                                     | 102 | 3.09        | .90  | 46.5      | 12.5                          | 43.3 | 22.1 | 30.8 | 1.9  | 1.9 |
| D-Pr.                                     | 71  | 3.11        | .85  | 44        | 11                            | 42.3 | 26.8 | 31.0 | -    | -   |
| Tchr.                                     | 384 | 2.66        | .96  | 50        | 10                            | 25.1 | 22.2 | 41.9 | 8.4  | 2.5 |
| All Groups                                | 587 | 2.81        | .95  | 47        | 10                            | 31.1 | 23.0 | 38.1 | 5.8  | 2.0 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant X: No Response.

Task #38: Grounds Cleanliness  
Organization

Teachers ranked this task significantly lower than both principals and deputy-principals. There was a range of 28 between inspectors and teachers in their relative rankings. Two of 104 principals indicated that their school did not organize grounds cleanliness as a task.

Task #39: Key Control

This was another task where teachers' responses were significantly lower than both principals and deputy-principals. Inspectors were also significantly lower than deputy-principals in scoring this task. Deputy-principals recorded a mean score even higher than that of principals. Ninety-nine principals (95.2 per cent) indicated that key control was a specific task in their schools. All groups except deputy-principals ranked the task within the third quartile range.

Task #40: Night School Liaison

This was one of two tasks where the response frequency distribution of inspectors was significantly different from all other groups. It was also a task in which there was very little participation or interest, as only 50 per cent of all principals indicated its performance. The fact that 26.2 per cent of all respondents expressed no opinion regarding the task also may indicate its general

Table 20

School Management Tasks (Nos. 39-41): Perceived  
Task Importance by Respondent Groups

|                                 |             | Task Rank |           |         |      | Response Frequen. |      |      |      | Percentage |  |
|---------------------------------|-------------|-----------|-----------|---------|------|-------------------|------|------|------|------------|--|
| N                               | $\bar{X}^*$ | S.D.      | All Tasks | In Cat. | E**  | VI                | I    | U    | X    |            |  |
| Task #39 Keys Control           |             |           |           |         |      |                   |      |      |      |            |  |
| Insp.                           | 30          | 2.73      | .89       | 58.5    | 15.5 | 26.7              | 23.3 | 46.7 | 3.3  | -          |  |
| Prin.                           | 101         | 3.09      | .99       | 45      | 11   | 47.1              | 16.3 | 28.8 | 4.8  | 2.9        |  |
| D-Pr.                           | 71          | 3.28      | .89       | 32      | 8    | 56.3              | 16.9 | 25.4 | 1.4  | -          |  |
| Tchr.                           | 382         | 2.57      | 1.03      | 55      | 14   | 26.4              | 15.7 | 41.9 | 12.9 | 3.0        |  |
| All                             |             |           |           |         |      |                   |      |      |      |            |  |
| Groups                          | 584         | 2.76      | 1.03      | 52      | 12   | 33.6              | 16.4 | 37.9 | 9.7  | 2.5        |  |
| Task #40 Liaison - Night School |             |           |           |         |      |                   |      |      |      |            |  |
| Insp.                           | 29          | 2.34      | .84       | 68      | 18   | 10.0              | 26.7 | 46.7 | 13.3 | 3.3        |  |
| Prin.                           | 68          | 2.49      | 1.05      | 73      | 21   | 15.4              | 13.5 | 24.0 | 12.5 | 34.6       |  |
| D-Pr.                           | 48          | 2.31      | .94       | 78      | 21   | 9.9               | 14.1 | 31.0 | 12.7 | 32.4       |  |
| Tchr.                           | 297         | 2.12      | 1.00      | 80      | 21   | 10.2              | 12.2 | 29.7 | 23.4 | 24.6       |  |
| All                             |             |           |           |         |      |                   |      |      |      |            |  |
| Groups                          | 442         | 2.21      | 1.00      | 78      | 21   | 11.0              | 13.4 | 29.7 | 19.7 | 26.2       |  |
| Task #41 Locker Management      |             |           |           |         |      |                   |      |      |      |            |  |
| Insp.                           | 30          | 2.30      | .90       | 71      | 20   | 16.7              | 10.0 | 60.0 | 13.3 | -          |  |
| Prin.                           | 100         | 2.78      | 1.08      | 63      | 17   | 36.5              | 13.5 | 34.6 | 11.5 | 3.8        |  |
| D-Pr.                           | 70          | 2.87      | .97       | 58      | 16   | 36.6              | 16.9 | 40.8 | 4.2  | 1.4        |  |
| Tchr.                           | 375         | 2.35      | 1.00      | 69      | 20   | 19.0              | 13.5 | 44.4 | 18.3 | 4.8        |  |
| All                             |             |           |           |         |      |                   |      |      |      |            |  |
| Groups                          | 575         | 2.49      | 1.03      | 66      | 18   | 24.0              | 13.7 | 43.1 | 15.2 | 4.0        |  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant X: No Response.



inapplicability, particularly in country areas. All groups ranked the task in the fourth quartile of all tasks in importance.

Task #41: Locker Management

The distribution of the response of teachers was statistically different from that of principals and deputy-principals. All groups ranked the task relatively low in importance with a mean ranking of 66. All but four of 104 principals (96.2 per cent) indicated the performance of the task in their schools.

Task #42: Maintenance of Equipment and Buildings

All groups generally agreed on the relative importance of the task, with a range of 11 between deputy-principals (16) and teachers (27). Mean ranking was also 27. The difference in distribution of responses between teachers and both principals and deputy-principals was statistically significant at the .01 probability level. One hundred principals (96.2 per cent) stated that the maintenance of buildings and equipment was performed in their schools.

Task #43: Parking Supervision

The fact that only 42 principals indicated that the task was performed in their schools and a 17 per cent no opinion response was received indicated that parking supervision was regarded as of little importance in most schools. It ranked last of all 88 tasks over all groups and also with principals and teachers, while inspectors and

Table 21

School Management Tasks (Nos. 42-44): Perceived  
Task Importance by Respondent Groups

|                                                 |     |             |      | Task Rank |         | Response Frequency Percentage |      |      |      |      |
|-------------------------------------------------|-----|-------------|------|-----------|---------|-------------------------------|------|------|------|------|
|                                                 | N   | $\bar{X}^*$ | S.D. | All Tasks | In Cat. | E**                           | VI   | I    | U    | X    |
| Task #42 Maintenance of Buildings and Equipment |     |             |      |           |         |                               |      |      |      |      |
| Insp.                                           | 30  | 3.23        | .76  | 25        | 5       | 43.3                          | 36.7 | 20.0 | -    | -    |
| Prin.                                           | 101 | 3.32        | .86  | 22        | 4       | 55.8                          | 18.3 | 22.1 | 1.0  | 2.9  |
| D-Pr.                                           | 71  | 3.48        | .69  | 16        | 4       | 59.2                          | 29.6 | 11.3 | -    | -    |
| Tchr.                                           | 381 | 2.92        | .94  | 27        | 6       | 36.0                          | 19.8 | 37.8 | 3.0  | 3.3  |
| All Groups                                      | 583 | 3.07        | .92  | 27        | 6       | 42.6                          | 21.5 | 31.1 | 2.2  | 2.7  |
| Task #43: Parking Supervision                   |     |             |      |           |         |                               |      |      |      |      |
| Insp.                                           | 30  | 1.83        | .73  | 82        | 22      | 3.3                           | 10.0 | 53.3 | 33.3 | -    |
| Prin.                                           | 74  | 1.77        | .97  | 88        | 24      | 6.7                           | 6.7  | 21.2 | 36.5 | 28.8 |
| D-Pr.                                           | 58  | 1.71        | 1.02 | 87        | 24      | 9.9                           | 4.2  | 19.7 | 47.9 | 18.3 |
| Tchr.                                           | 335 | 1.52        | .80  | 88        | 24      | 4.3                           | 3.6  | 24.1 | 53.0 | 15.0 |
| All Groups                                      | 497 | 1.60        | .86  | 88        | 24      | 5.3                           | 4.5  | 24.5 | 48.6 | 17.0 |
| Task #44: Public Address Announcements          |     |             |      |           |         |                               |      |      |      |      |
| Insp.                                           | 30  | 2.20        | .83  | 74        | 21      | 10.0                          | 16.7 | 56.7 | 16.7 | -    |
| Prin.                                           | 100 | 2.68        | 1.00 | 66        | 18      | 28.2                          | 16.3 | 42.3 | 8.7  | 3.8  |
| D-Pr.                                           | 71  | 2.86        | .95  | 59        | 17      | 32.4                          | 28.2 | 32.4 | 7.0  | -    |
| Tchr.                                           | 376 | 2.36        | 1.02 | 66        | 18      | 18.8                          | 16.2 | 40.9 | 19.5 | 4.6  |
| All Groups                                      | 577 | 2.47        | 1.02 | 69        | 20      | 21.7                          | 17.7 | 40.9 | 16.0 | 3.7  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

deputy-principals ranked the task 82nd and 87th respectively. The response of inspectors was significantly different from that of teachers at the .01 level, and from both principals and deputy-principals at the .05 level of probability.

Task #44: Public Address  
Announcements

All but six principals (94.2 per cent) indicated that the public address system was used to make announcements in their schools. There was a significant difference in the distribution of responses between inspectors and deputy-principals and between deputy-principals and teachers at the .05 and .01 levels respectively. Deputy-principals ranked this task higher than all other groups.

Task #45: Requisition of School  
Supplies

Although there was no statistically significant difference between the responses of any pairs of groups, the range of relative group rankings was high at 30.5. The three in-school groups ranked the task 22, 23 and 29, but inspectors ranked it 52.5. All principals reported this task as performed.

Task #46: School Accounting (Cash)

The importance of this task was recognized by all groups ranking it in the first quartile of all tasks, and principals and deputy-principals ranking it as ninth and eighth respectively. Approximately



Table 22

School Management Tasks (Nos. 45-47): Perceived  
Task Importance by Respondent Groups

|                                                     |             | Task Rank |       |      |     | Response Frequency Percentage |      |      |     |     |
|-----------------------------------------------------|-------------|-----------|-------|------|-----|-------------------------------|------|------|-----|-----|
|                                                     |             |           |       | All  | In  |                               |      |      |     |     |
| N                                                   | $\bar{X}^*$ | S.D.      | Tasks | Cat. | E** | VI                            | I    | U    | X   |     |
| Task #45 Requisition of School Supplies             |             |           |       |      |     |                               |      |      |     |     |
| Insp.                                               | 30          | 2.83      | .82   | 52.5 | 13  | 26.7                          | 30.0 | 43.3 | -   | -   |
| Prin.                                               | 103         | 3.23      | .95   | 29   | 6   | 53.8                          | 19.2 | 21.2 | 4.8 | 1.0 |
| D-Pr.                                               | 70          | 3.37      | .81   | 22   | 5   | 57.7                          | 19.7 | 21.1 | -   | 1.4 |
| Tchr.                                               | 384         | 3.01      | .94   | 23   | 5   | 40.6                          | 21.3 | 32.0 | 3.6 | 2.5 |
| All                                                 |             |           |       |      |     |                               |      |      |     |     |
| Groups                                              | 587         | 3.09      | .93   | 26   | 5   | 44.2                          | 21.2 | 29.4 | 3.2 | 2.0 |
| Task #46 School Accounting (Cash)                   |             |           |       |      |     |                               |      |      |     |     |
| Insp.                                               | 30          | 3.30      | .78   | 19.5 | 2   | 46.7                          | 40.0 | 10.0 | 3.3 | -   |
| Prin.                                               | 103         | 3.44      | .87   | 9    | 3   | 65.4                          | 13.5 | 16.3 | 2.9 | 1.9 |
| D-Pr.                                               | 70          | 3.57      | .65   | 8    | 3   | 64.8                          | 25.4 | 8.5  | -   | 1.4 |
| Tchr.                                               | 383         | 3.03      | .98   | 22   | 4   | 43.4                          | 18.5 | 30.5 | 4.8 | 2.8 |
| All                                                 |             |           |       |      |     |                               |      |      |     |     |
| Groups                                              | 585         | 3.18      | .94   | 18   | 3   | 49.9                          | 19.5 | 24.4 | 3.8 | 2.3 |
| Task #47 School Accounting (Supplies and Equipment) |             |           |       |      |     |                               |      |      |     |     |
| Insp.                                               | 29          | 3.28      | .74   | 21   | 3   | 43.3                          | 36.7 | 16.7 | -   | 3.3 |
| Prin.                                               | 99          | 3.35      | .89   | 21   | 4   | 56.7                          | 19.2 | 15.4 | 3.8 | 4.8 |
| D-Pr.                                               | 71          | 3.34      | .79   | 28   | 7   | 53.5                          | 25.4 | 19.7 | -   | 1.4 |
| Tchr.                                               | 371         | 3.05      | .93   | 19   | 3   | 41.1                          | 20.1 | 29.9 | 3.0 | 5.8 |
| All                                                 |             |           |       |      |     |                               |      |      |     |     |
| Groups                                              | 569         | 3.15      | .91   | 20   | 4   | 45.4                          | 21.4 | 25.5 | 2.7 | 5.0 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

two-thirds of both these groups regarded the task as essential, and this response was statistically significantly different from that of teachers in comparison to both. All groups ranked this task as second, third or fourth in the school management task category. The task was performed in all schools.

Task #47: School Accounting  
(Supplies and Equipment)

Although inspectors and teachers ranked this task very closely with cash accounting, principals and deputy-principals made a clear distinction in ranking the two tasks, ranking it in 21st and 28th position respectively, while ranking cash accounting in 8th and 9th place. The distribution of responses between principals and teachers was statistically significant at the .05 probability level. All except three schools (94.2 per cent) performed this task.

Task #48: School Assembly  
Organization

All but one principal indicated that school assemblies were held. Inspectors placed a slightly higher importance on school assemblies than did the three in-school groups, and the response of teachers was significantly lower than that of principals and deputy-principals at the .01 and .05 levels of probability respectively. All groups except inspectors ranked the task in the upper range of the third quartile (46.5 to 52).

Table 23

School Management Tasks (Nos. 48-50): Perceived  
Task Importance by Respondent Groups

|                                          |     | Task Rank   |      |              | Response Frequency Percentage |      |      |      |      |      |
|------------------------------------------|-----|-------------|------|--------------|-------------------------------|------|------|------|------|------|
|                                          | N   | $\bar{X}^*$ | S.D. | All<br>Tasks | In<br>Cat.                    | E**  | VI   | I    | U    | X    |
| Task #48 School Assemblies Organization  |     |             |      |              |                               |      |      |      |      |      |
| Insp.                                    | 30  | 3.07        | .85  | 33.5         | 8                             | 40.0 | 26.7 | 33.3 | -    | -    |
| Prin.                                    | 102 | 3.09        | .95  | 46.5         | 12.5                          | 45.2 | 20.2 | 28.8 | 3.8  | 1.9  |
| D-Pr.                                    | 71  | 3.04        | .93  | 49           | 13                            | 42.3 | 22.5 | 32.4 | 2.8  | -    |
| Tchr.                                    | 384 | 2.63        | 1.00 | 52           | 12                            | 25.6 | 21.3 | 39.1 | 11.4 | 2.5  |
| All<br>Groups                            | 587 | 2.78        | 1.00 | 50           | 11                            | 31.7 | 21.5 | 36.2 | 8.5  | 2.0  |
| Task #49 School Bookstore Organization   |     |             |      |              |                               |      |      |      |      |      |
| Insp.                                    | 39  | 2.31        | .91  | 70           | 19                            | 10.0 | 30.0 | 36.7 | 20.0 | 3.3  |
| Prin.                                    | 83  | 2.66        | 1.04 | 68           | 20                            | 24.0 | 15.4 | 29.8 | 10.6 | 20.2 |
| D-Pr.                                    | 60  | 2.73        | 1.09 | 65           | 19                            | 29.6 | 15.5 | 26.8 | 12.7 | 15.5 |
| Tchr.                                    | 355 | 2.52        | 1.04 | 58           | 15                            | 21.1 | 21.1 | 31.5 | 16.5 | 9.9  |
| All<br>Groups                            | 527 | 2.55        | 1.05 | 62           | 16                            | 22.0 | 19.9 | 30.9 | 15.2 | 12.0 |
| Task #50 School Photographs Organization |     |             |      |              |                               |      |      |      |      |      |
| Insp.                                    | 29  | 1.31        | .53  | 88           | 24                            | -    | 3.3  | 23.3 | 70.0 | 3.3  |
| Prin.                                    | 98  | 1.97        | .98  | 84           | 22                            | 11.5 | 9.6  | 37.5 | 35.6 | 5.8  |
| D-Pr.                                    | 70  | 1.90        | 1.04 | 86           | 23                            | 15.5 | 2.8  | 36.6 | 43.7 | 1.4  |
| Tchr.                                    | 367 | 1.57        | .83  | 87           | 23                            | 5.3  | 4.3  | 28.4 | 55.1 | 6.9  |
| All<br>Groups                            | 564 | 1.67        | .89  | 87           | 23                            | 7.3  | 5.0  | 30.7 | 51.1 | 5.8  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



Task #49: School Bookstore  
Organization

All groups ranked the task low, both within the category and in relation to all tasks. There was no significant difference between any pairs of groups, and only 74 principals (71.2 per cent) indicated that the school operated a bookstore.

Task #50: School Photographs  
Organization

This task ranked very low in importance among all tasks. The mean rank of 87 was given by all groups, and inspectors ranked it 88th. Principals, deputy-principals and teachers ranked it 84th, 86th and 87th respectively. Principals' response was significantly higher than both inspectors and teachers at the .05 and .01 levels of probability respectively. Ninety-four principals (90.4 per cent) indicated that the task was performed in their schools.

Task #51: School Buses (Official)  
Organization

The inclusion of the term 'official' in this task was intended to refer to the system of school buses operated in rural areas, by which students residing more than three miles from the nearest high school are conveyed free by bus. Some principals have included the organization of other school bus travel within the task as 72 (69.2 per cent) indicated that the task was performed in their schools. There was no significant difference between any pairs of groups,

Table 24

School Management Tasks (Nos. 51-53): Perceived  
Task Importance by Respondent Groups

|                                               |     | Task Rank   |      |           | Response Frequency Percentage |      |      |      |      |      |
|-----------------------------------------------|-----|-------------|------|-----------|-------------------------------|------|------|------|------|------|
|                                               | N   | $\bar{X}^*$ | S.D. | All Tasks | In Cat.                       | E**  | VI   | I    | U    | X    |
| Task #51 School Buses (Official) Organization |     |             |      |           |                               |      |      |      |      |      |
| Insp.                                         | 30  | 3.13        | .85  | 30.5      | 6                             | 43.3 | 26.7 | 30.0 | -    | -    |
| Prin.                                         | 82  | 2.89        | 1.02 | 57        | 16                            | 30.7 | 23.1 | 26.0 | 5.8  | 14.4 |
| D-Pr.                                         | 58  | 3.03        | .87  | 50        | 14                            | 29.6 | 29.6 | 21.1 | 2.8  | 16.9 |
| Tchr.                                         | 375 | 2.65        | 1.00 | 51        | 11                            | 28.2 | 13.7 | 44.7 | 8.6  | 4.8  |
| All Groups                                    | 555 | 2.75        | .99  | 53        | 13                            | 29.5 | 17.9 | 37.9 | 7.0  | 7.7  |
| Task #52 School Transport Organization        |     |             |      |           |                               |      |      |      |      |      |
| Insp.                                         | 29  | 2.48        | .72  | 65        | 17                            | 10.0 | 30.0 | 53.3 | 3.3  | 3.3  |
| Prin.                                         | 87  | 2.67        | 1.06 | 67        | 19                            | 26.0 | 15.4 | 30.8 | 11.5 | 16.3 |
| D-Pr.                                         | 61  | 2.84        | .98  | 60        | 18                            | 28.2 | 22.5 | 28.2 | 7.0  | 14.1 |
| Tchr.                                         | 343 | 2.36        | 1.01 | 65        | 17                            | 17.3 | 14.2 | 38.6 | 17.0 | 12.9 |
| All Groups                                    | 520 | 2.48        | 1.02 | 68        | 19                            | 19.7 | 16.2 | 36.7 | 14.2 | 13.2 |
| Task #53 Site Development Programs            |     |             |      |           |                               |      |      |      |      |      |
| Insp.                                         | 29  | 2.90        | .84  | 47        | 12                            | 26.7 | 36.7 | 30.0 | 3.3  | 3.3  |
| Prin.                                         | 99  | 3.18        | .85  | 31        | 6                             | 43.3 | 26.9 | 24.0 | 1.0  | 4.8  |
| D-Pr.                                         | 68  | 3.24        | .88  | 34        | 9                             | 49.3 | 21.1 | 23.9 | 1.4  | 4.2  |
| Tchr.                                         | 356 | 2.83        | .94  | 34        | 8                             | 28.2 | 23.6 | 33.2 | 5.3  | 9.6  |
| All Groups                                    | 552 | 2.94        | .93  | 35        | 8                             | 33.2 | 24.5 | 30.4 | 4.0  | 7.8  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

although teachers ranked considerably lower than the other groups in mean task importance score. There was a range of 26.5 in relative rankings, as inspectors ranked the task as 30.5 while other groups ranked it 51 to 57. The mean ranking was 53.

Task #52: School Transport (Other)  
Organization

All groups made a clear distinction between this task and the previous one, ranking it much lower than the former. The response of teachers was significantly different from that of deputy-principals at the .05 level. There was a range of only seven between all group ranks between 60 and 67. Thus the task was regarded as of low importance, and 80 principals (76.4 per cent) indicated task performance in their schools.

Task #53: Site Development Program

The three in-school groups ranked this task in the middle range of the second quartile, but inspectors ranked it as 47th in relation to all tasks. Both principals and deputy-principals ranked the task relatively high with mean scores of 3.18 and 3.24, and both responses were significantly different from the lower teachers' response distribution at the .01 level of probability. All but six principals (92.3 per cent) indicated the organization of a site development program.



Task #54: School Insurance  
Collection

This task had the distinction of an almost unanimous ranking (85 and 86) as to its unimportance for the functioning of the school, and there was no significant difference in responses. Ninety-six principals (92.3 per cent) reported this task as performed.

Task #55: Supervision of Caretakers  
and Cleaners

Teachers ranked the task as 62nd in the total task pattern, and their response was statistically different at the .01 level from that of all three other groups, who ranked it between 35 and 46 in relative importance. All but two principals indicated that this task was performed.

Task #56: Time Table Organization

This task was ranked by all groups as second to liaison with parents as the most important task for the functioning of the school. Both principals and deputy-principals ranked it first, while teachers ranked it second. Inspectors ranked it as tenth in relative importance, although their mean score was virtually identical with that of teachers. The response distribution differences between deputy-principals and teachers was statistically significant at the .05 level. This task was performed in all schools.

Table 25

School Management Tasks (Nos. 54-56): Perceived  
Task Importance by Respondent Groups

| Task Rank                                   |             |      |           |         | Response Frequency Percentage |      |      |      |      |      |
|---------------------------------------------|-------------|------|-----------|---------|-------------------------------|------|------|------|------|------|
| N                                           | $\bar{X}^*$ | S.D. | All Tasks | In Cat. | E**                           | VI   | I    | U    | X    |      |
| Task #54 Student Insurance Collection       |             |      |           |         |                               |      |      |      |      |      |
| Insp.                                       | 28          | 1.71 | .88       | 86      | 23                            | 6.7  | 6.7  | 33.3 | 46.7 | 6.7  |
| Prin.                                       | 98          | 1.94 | 1.10      | 86      | 23                            | 16.3 | 4.8  | 29.8 | 43.3 | 5.8  |
| D-Pr.                                       | 66          | 1.91 | .98       | 85      | 22                            | 11.3 | 7.0  | 36.6 | 38.0 | 7.0  |
| Tchr.                                       | 333         | 1.80 | .90       | 85      | 22                            | 6.9  | 6.9  | 33.5 | 37.3 | 15.5 |
| All                                         |             |      |           |         |                               |      |      |      |      |      |
| Groups                                      | 525         | 1.84 | .95       | 85      | 22                            | 9.0  | 6.5  | 33.2 | 38.9 | 12.4 |
| Task #55 Supervision of Caretakers/Cleaners |             |      |           |         |                               |      |      |      |      |      |
| Insp.                                       | 30          | 2.93 | .77       | 42.5    | 9.5                           | 23.3 | 50.0 | 23.3 | 3.3  | -    |
| Prin.                                       | 103         | 3.14 | .97       | 35      | 8                             | 51.0 | 13.5 | 31.7 | 2.9  | 1.0  |
| D-Pr.                                       | 69          | 3.07 | .92       | 46      | 12                            | 42.3 | 22.5 | 29.6 | 2.8  | 2.8  |
| Tchr.                                       | 369         | 2.42 | 1.00      | 62      | 16                            | 20.3 | 14.5 | 43.4 | 15.5 | 6.3  |
| All                                         |             |      |           |         |                               |      |      |      |      |      |
| Groups                                      | 571         | 2.66 | 1.03      | 57      | 15                            | 28.4 | 17.0 | 38.7 | 11.2 | 4.7  |
| Task #56 Time Table Organization            |             |      |           |         |                               |      |      |      |      |      |
| Insp.                                       | 30          | 3.57 | .67       | 10      | 1                             | 66.7 | 23.3 | 10.0 | -    | -    |
| Prin.                                       | 103         | 3.74 | .61       | 1       | 1                             | 81.7 | 8.7  | 8.7  | -    | 1.0  |
| D-Pr.                                       | 71          | 3.86 | .42       | 1       | 1                             | 88.7 | 8.5  | 2.8  | -    | -    |
| Tchr.                                       | 386         | 3.56 | .76       | 2       | 1                             | 69.3 | 13.7 | 13.7 | .8   | 2.0  |
| All                                         |             |      |           |         |                               |      |      |      |      |      |
| Groups                                      | 590         | 3.63 | .70       | 2       | 1                             | 74.0 | 12.7 | 11.4 | .5   | 1.5  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

## SUMMARY

This chapter has discussed the 24 tasks classified as school management tasks. They ranged over a wide spectrum of importance, visibility and function, but most were middle range organizational maintenance tasks of low or medium visibility. While several tasks such as parking supervision, school photograph organization, and school insurance premium collection were rated as of little importance, the organization of the school time table was ranked as one of the most vital tasks for the functioning of the school. Within the task category it was followed in importance by budgeting and collection of fees, cash accounting, accounting for supplies and equipment, and requisition of school supplies.



## Chapter 9

### STUDENT PERSONNEL TASKS

The 19 tasks included within this category were those tasks most directly concerned with the education and welfare of individual students and groups of students. A number of these are very important tasks directly associated with goal achievement functions, but there are also a number of tasks, such as preparation of student statistics and supervision of students on school premises which are organizational maintenance tasks. In addition there are also a number of minor tasks, such as the operation of a school savings bank.

In the event of serious accident or injury to students a report may be required on its circumstances, but this is a very infrequent organizational maintenance task of low visibility. Course program preparation and advice may be regarded as an organizational maintenance task, but it may also include significant goal achievement aspects. The preparation of departmental statistics relating to students is a very low visibility organizational maintenance task with a low frequency of occurrence. It may also be regarded as a school management task concerning data rather than persons. School detention classes are held in some schools as a major discipline measure but there is a wide range of opinion regarding their usefulness. Enrolment

and transfer of students is another low visibility organizational maintenance clerical task, although respondents distinguished it from preparation of statistics and enrolments projection.

First aid treatment for sick and injured students is a regular task in most schools and is usually allocated to a teacher or teachers as an extra duty. School attendance is compulsory for all children under 15 years of age and most schools also check on the absences of students over 15 years. In some schools this is a time-consuming task and closely related to student welfare. The absence of counsellors in most schools means that any student counselling is usually done by teachers either on an organized or ad hoc basis. Discipline interviews have tended to focus on the senior staff in the school and particularly on the deputy-principal. Deputy-principals have indicated that they regard the task as both time-consuming and a source of dissatisfaction unless it is restricted to major matters.

The standard education department student report book covering the full six years of a student's secondary education, and particularly demanded by employers, has been replaced in most schools by individual sheets or cards using a variety of reporting criteria. These tend to be for the information of parents and students, rather than for later use by employers. The task may be regarded as a low visibility organizational maintenance task, or along a continuum towards a high visibility goal achievement task according to individual school philosophy. The organization of a road safety program was included in

this study on the basis of encouragement of a road safety awareness by students rather than a formal curriculum area.

Scholarship administration will vary with the highest form level in the school. The award of Junior Government Scholarships to one-third of all second form (grade 8) students on an assessment of their year's work involves considerable administrative work at the end of each year. Commonwealth Secondary Scholarships are awarded to a limited number of fourth form (grade 10) students on the basis of state-wide external testing and staff assessments of candidates each July, and involve a considerable school organization task.

As an encouragement to thrift many schools operate a deposit agency for the state sponsored savings bank and a small commission is paid by the bank to the school. In some schools teachers are involved in the task, while in others students or office staff provide the service. Social welfare assistance is available for students in particularly necessitous circumstances according to a stringent means test. Fortunately the demand for such assistance is small in most schools, but in a number of schools within lower socio-economic districts this task is demanding both of humanity and of administrative time.

The supervision of students on school premises is a constant task. It is an organizational maintenance task whose visibility varies significantly between schools. The provision of vocational advice may range from the posting of employment opportunities forwarded by



employers to a sophisticated program of guidance for individual students and task visibility varies considerably between schools.

#### COMPARATIVE GROUP RANKINGS

Tasks directly oriented to students were ranked fourth as a category, below curriculum, teachers and community relations. Only course program preparation and advice and counselling interviews ranked in the top ten tasks in relative importance. The only task ranked by principals within the first ten tasks was the supervision of students on school premises. Teachers included course preparation advice, counselling interviews plus discipline interviews within the top ten tasks. Deputy-principals included course preparation only, while inspectors also added the orientation of new students.

There was a significantly high level of correlation between the relative ranking by all groups, with a Kendall W score of .947 (Table 5). There was also a very high and statistically significant agreement between pairs of groups in ranking the tasks, as indicated by the Spearman  $r_s$  values ranging from .94 to .90 (Table 4).

Of the 114 comparisons of pairs of group responses a total of 23 were statistically significant, 12 at the .01 level and 11 at the .05 level. Eleven tasks accounted for all significant differences, with one task (road safety program) accounting for four group differences.

INDIVIDUAL TASK IMPORTANCE AND  
PERFORMANCE ANALYSIS

Task #57: Accident Report  
Responsibility

All groups regarded this task as relatively important and ranked it within the second quartile of all tasks. All principals except one indicated that this task was performed. There was a significant difference between the response distribution of principals and teachers at the .01 level of probability.

Task #58: Course Program  
Preparation and Advice

All groups ranked this as sixth in importance in relation to all tasks. Deputy-principals and teachers ranked it as fifth, inspectors sixth and principals 11th. The task was ranked first within the student tasks category by all groups except principals, who ranked it second. Teachers had a significantly different response pattern to inspectors (.05 level) and deputy-principals (.01 level). All principals except one indicated that this task was performed.

Task #59: Departmental Statistics  
Preparation

All groups regarded the task as very important, but ranked it relatively low in relation to all tasks with scores in the third and upper fourth quartile. Teachers had a significant difference in response distribution to each of the other three groups. All schools

Table 26

Student Personnel Tasks (Nos. 57-59): Perceived  
Task Importance by Respondent Groups

|                                                |             | Task Rank |           |         |      | Response Frequency Percentage |      |      |      |      |
|------------------------------------------------|-------------|-----------|-----------|---------|------|-------------------------------|------|------|------|------|
| N                                              | $\bar{X}^*$ | S.D.      | All Tasks | In Cat. | E**  | VI                            | I    | U    | X    |      |
| Task #57 Accident Report Responsibility        |             |           |           |         |      |                               |      |      |      |      |
| Insp.                                          | 30          | 3.13      | .99       | 30.5    | 7    | 50.0                          | 20.0 | 23.3 | 6.7  | -    |
| Prin.                                          | 103         | 3.17      | .97       | 32      | 5    | 52.9                          | 14.4 | 27.9 | 3.8  | 1.0  |
| D-Pr.                                          | 71          | 3.18      | .83       | 41      | 9    | 45.1                          | 28.2 | 26.8 | -    | -    |
| Tchr.                                          | 379         | 2.82      | .96       | 35      | 7    | 30.2                          | 25.1 | 33.8 | 7.1  | 3.8  |
| All                                            |             |           |           |         |      |                               |      |      |      |      |
| Groups                                         | 583         | 2.94      | .97       | 36      | 7    | 36.9                          | 23.4 | 31.4 | 5.7  | 2.7  |
| Task #58 Course Program Preparation and Advice |             |           |           |         |      |                               |      |      |      |      |
| Insp.                                          | 30          | 3.70      | .59       | 6       | 1    | 76.7                          | 16.7 | 6.7  | -    | -    |
| Prin.                                          | 103         | 3.42      | .80       | 11      | 2    | 61.5                          | 18.3 | 19.2 | -    | 1.0  |
| D-Pr.                                          | 70          | 3.63      | .64       | 5       | 1    | 70.4                          | 19.7 | 8.5  | -    | 1.4  |
| Tchr.                                          | 378         | 3.30      | .82       | 5       | 1    | 49.7                          | 26.9 | 18.0 | 1.3  | 4.1  |
| All                                            |             |           |           |         |      |                               |      |      |      |      |
| Groups                                         | 581         | 3.39      | .79       | 6       | 1    | 55.6                          | 24.0 | 16.5 | .8   | 3.0  |
| Task #59 Departmental Statistics Preparation   |             |           |           |         |      |                               |      |      |      |      |
| Insp.                                          | 30          | 2.83      | .82       | 52.5    | 11.5 | 23.3                          | 40.0 | 33.3 | 3.3  | -    |
| Prin.                                          | 101         | 2.75      | 1.07      | 64      | 14   | 36.5                          | 9.6  | 41.3 | 9.6  | 2.9  |
| D-Pr.                                          | 71          | 2.80      | 1.02      | 63      | 14   | 35.2                          | 18.3 | 38.0 | 8.5  | -    |
| Tchr.                                          | 354         | 2.32      | .99       | 70      | 15   | 16.0                          | 15.2 | 40.6 | 18.0 | 10.2 |
| All                                            |             |           |           |         |      |                               |      |      |      |      |
| Groups                                         | 556         | 2.49      | 1.02      | 65      | 14   | 22.2                          | 15.9 | 40.1 | 14.7 | 7.2  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



reported performance of this task.

Task #60: Detention Classes  
Supervision

All groups universally ranked this task as very low in importance (83 to 85). There were no significant differences between any pairs of groups and only 65 principals (62.5 per cent) reported that the task was performed within their schools. There was more disagreement among principals regarding this task than for any other task.

Task #61: Enrolments and Transfers  
Recording

Teachers recorded a significant statistical difference from the response distribution of principals and deputy-principals at the .01 level of probability. All schools were involved in this task. All groups other than inspectors ranked this task within the lower range of the second quartile, while inspectors ranked it as 49 in relation to all tasks.

Task #62: Enrolments Projection

Teachers differed significantly in their response from all three other groups. Deputy-principals recorded a mean score of 3.25 as compared with a score of 2.99 for principals. Eighty-eight principals (84.6 per cent) indicated that this task was performed in their schools. It was ranked 46th relative to all tasks by the mean of

Table 27

Student Personnel Tasks (Nos. 60-62): Perceived  
Task Importance by Respondent Groups

|                                          |             | Task Rank |       |      | Response Frequency Percentage |      |      |      |           |
|------------------------------------------|-------------|-----------|-------|------|-------------------------------|------|------|------|-----------|
|                                          |             |           | All   | In   |                               |      |      |      |           |
| N                                        | $\bar{X}^*$ | S.D.      | Tasks | Cat. | E**                           | VI   | I    | U    | X         |
| Task #60 Detention Classes Supervision   |             |           |       |      |                               |      |      |      |           |
| Insp.                                    | 30          | 1.73      | .93   | 85   | 18                            | 10.0 | 3.3  | 36.7 | 50.0 -    |
| Prin.                                    | 84          | 2.17      | 1.13  | 83   | 17                            | 18.3 | 4.8  | 29.8 | 27.9 19.2 |
| D-Pr.                                    | 60          | 2.03      | 1.05  | 83   | 17                            | 14.1 | 5.6  | 33.8 | 31.0 15.5 |
| Tchr.                                    | 336         | 1.89      | .92   | 83   | 18                            | 7.6  | 8.9  | 35.5 | 33.8 14.2 |
| All                                      |             |           |       |      |                               |      |      |      |           |
| Groups                                   | 512         | 1.94      | .98   | 84   | 18                            | 10.4 | 7.5  | 34.4 | 33.2 14.5 |
| Task #61 Enrolments, Transfers Recording |             |           |       |      |                               |      |      |      |           |
| Insp.                                    | 30          | 2.87      | .99   | 49   | 10                            | 36.7 | 20.0 | 36.7 | 6.7 -     |
| Prin.                                    | 103         | 3.10      | .99   | 41   | 10                            | 48.1 | 18.3 | 26.9 | 5.8 1.0   |
| D-Pr.                                    | 71          | 3.21      | .93   | 39   | 8                             | 54.9 | 12.7 | 31.0 | 1.4 -     |
| Tchr.                                    | 384         | 2.74      | .97   | 44   | 10                            | 29.9 | 19.0 | 42.1 | 6.3 2.5   |
| All                                      |             |           |       |      |                               |      |      |      |           |
| Groups                                   | 588         | 2.87      | .99   | 42   | 9                             | 36.4 | 18.2 | 37.9 | 5.7 1.8   |
| Task #62 Enrolments Projection           |             |           |       |      |                               |      |      |      |           |
| Insp.                                    | 30          | 3.00      | .77   | 37   | 8.5                           | 30.0 | 40.0 | 30.0 | - -       |
| Prin.                                    | 90          | 2.99      | 1.04  | 51   | 11                            | 37.5 | 19.2 | 21.2 | 8.7 13.5  |
| D-Pr.                                    | 59          | 3.25      | .89   | 33   | 7                             | 43.7 | 19.7 | 16.9 | 2.8 16.9  |
| Tchr.                                    | 328         | 2.68      | .98   | 49   | 12                            | 23.4 | 17.5 | 35.0 | 7.4 16.8  |
| All                                      |             |           |       |      |                               |      |      |      |           |
| Groups                                   | 507         | 2.82      | .99   | 46   | 12                            | 28.5 | 19.2 | 30.2 | 6.7 15.4  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

all groups, and from 33 to 57 by the four groups.

Task #63: First Aid Treatment

While there were no significant differences between groups in distribution of responses, teachers ranked this task higher relative to other tasks than the other groups in relation to other tasks, although their mean score was lower than all other groups. The mean ranking of the task was near the lower limit of the second quartile. All schools provided some first aid facilities.

Task #64: Interviews re Absenteeism

All principals except two (96.2 per cent) indicated that interviews regarding absences were conducted in their schools. This task had the highest range of relative ranks (25.5) of any task in this category. Principals ranked the task 36, deputy-principals 42, teachers 47, and inspectors as 61.5. The response of teachers was significantly different from that of deputy-principals at the .01 level.

Task #65: Interviews re Counselling

This task was regarded as very important by all groups and ranked tenth relative to all tasks, as well as second within the category. All except four principals (95.2 per cent) indicated the task was performed, and there was no significant difference between any pairs of group responses. All groups ranked the task within the first quartile.



Table 28

Student Personnel Tasks (Nos. 63-65): Perceived  
Task Importance by Respondent Groups

|                                   |     | Task Rank   |      | Response Frequency Percentage |            |      |      |      |     |     |
|-----------------------------------|-----|-------------|------|-------------------------------|------------|------|------|------|-----|-----|
|                                   | N   | $\bar{X}$ * | S.D. | All<br>Tasks                  | In<br>Cat. | E**  | VI   | I    | U   | X   |
| Task #63 First Aid Treatment      |     |             |      |                               |            |      |      |      |     |     |
| Insp.                             | 30  | 2.83        | .97  | 52.2                          | 11.5       | 33.3 | 23.3 | 36.7 | 6.7 | -   |
| Prin.                             | 100 | 2.92        | 1.07 | 56                            | 12         | 43.3 | 10.6 | 33.7 | 8.7 | 3.8 |
| D-Pr.                             | 71  | 3.04        | .94  | 47.5                          | 12         | 45.1 | 15.5 | 38.0 | 1.4 | -   |
| Tchr.                             | 386 | 2.80        | 1.05 | 37                            | 8          | 36.5 | 15.5 | 36.0 | 9.9 | 2.0 |
| All<br>Groups                     | 587 | 2.85        | 1.04 | 43                            | 10         | 38.6 | 15.0 | 35.9 | 8.5 | 2.0 |
| Task #64 Interviews - Absenteeism |     |             |      |                               |            |      |      |      |     |     |
| Insp.                             | 30  | 2.63        | .87  | 61.5                          | 13         | 20.0 | 30.0 | 43.3 | 6.7 | -   |
| Prin.                             | 101 | 3.13        | .90  | 36                            | 7          | 44.2 | 23.1 | 27.9 | 1.9 | 2.9 |
| D-Pr.                             | 71  | 3.17        | .80  | 42                            | 10         | 42.3 | 32.4 | 25.4 | -   | -   |
| Tchr.                             | 385 | 2.73        | .96  | 47                            | 11         | 27.7 | 23.9 | 38.6 | 7.6 | 2.3 |
| All<br>Groups                     | 587 | 2.85        | .95  | 45                            | 11         | 31.9 | 25.0 | 35.4 | 5.7 | 2.0 |
| Task #65 Interviews - Counselling |     |             |      |                               |            |      |      |      |     |     |
| Insp.                             | 30  | 3.27        | .77  | 22.5                          | 3          | 46.7 | 33.3 | 20.0 | -   | -   |
| Prin.                             | 99  | 3.36        | .77  | 18.5                          | 4          | 51.9 | 26.0 | 17.3 | -   | 4.8 |
| D-Pr.                             | 71  | 3.51        | .67  | 13                            | 3          | 59.2 | 33.8 | 5.6  | 1.4 | -   |
| Tchr.                             | 382 | 3.23        | .80  | 7                             | 2          | 43.7 | 33.0 | 19.3 | 1.0 | 3.0 |
| All<br>Groups                     | 582 | 3.29        | .78  | 10                            | 2          | 47.1 | 31.9 | 17.4 | .8  | 2.8 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

Task #66: Interviews re Discipline

This task was reported as universally performed in schools. All in-school groups ranked it high in importance in relation to all tasks. There was no significant difference between groups, although inspectors ranked the task as 27.5 compared to ninth by teachers. Policies vary between schools, but other data reported later in this study (see page 236) indicated that where discipline interviews were focused on the deputy-principal, the task was both time-consuming and a source of dissatisfaction unless restricted to non-routine matters.

Task #67: Orientation of New Students

This is a task which is basically confined to the enrolment of new students from elementary schools at the beginning of each school year, yet inspectors, the only group not directly involved in schools, ranked the task highest in mean score (3.67), and in relative ranking, both within the category (second) and over all tasks (eighth). Teachers ranked the task lowest and their response distribution was significantly different from that of inspectors and deputy-principals at the .05 and .01 levels of probability respectively. Principals recorded the lowest relative ranking of all the in-school groups. All principals but one indicated that this task was performed. With the exception of inspectors, all other groups ranked this task within the upper range of the second quartile.

Table 29

Student Personnel Tasks (Nos. 66-68): Perceived  
Task Importance by Respondent Groups

|                                            |     | Task Rank   |      |           |         | Response/Frequency Percentage |      |      |      |      |
|--------------------------------------------|-----|-------------|------|-----------|---------|-------------------------------|------|------|------|------|
|                                            | N   | $\bar{X}$ * | S.D. | All Tasks | In Cat. | E**                           | VI   | I    | U    | X    |
| Task #66 Interviews - Discipline           |     |             |      |           |         |                               |      |      |      |      |
| Insp.                                      | 30  | 3.17        | .82  | 27.5      | 6       | 43.3                          | 30.0 | 26.7 | -    | -    |
| Prin.                                      | 102 | 3.39        | .85  | 15        | 3       | 59.6                          | 20.2 | 15.4 | 2.9  | 1.9  |
| D-Pr.                                      | 71  | 3.52        | .69  | 11        | 2       | 63.4                          | 25.4 | 11.3 | -    | -    |
| Tchr.                                      | 389 | 3.22        | .85  | 9         | 3       | 46.4                          | 29.2 | 21.1 | 2.0  | 1.3  |
| All Groups                                 | 592 | 3.28        | .84  | 11        | 3       | 50.6                          | 27.2 | 19.2 | 1.8  | 1.2  |
| Task #67 Orientation of New Students       |     |             |      |           |         |                               |      |      |      |      |
| Insp.                                      | 30  | 3.67        | .71  | 8         | 2       | 50.0                          | 36.7 | 13.3 | -    | -    |
| Prin.                                      | 101 | 3.16        | .82  | 33        | 6       | 41.3                          | 30.8 | 24.0 | 1.0  | 2.9  |
| D-Pr.                                      | 71  | 3.32        | .76  | 29        | 5       | 50.7                          | 31.0 | 18.3 | -    | -    |
| Tchr.                                      | 386 | 2.93        | .93  | 26        | 6       | 35.5                          | 23.9 | 35.0 | 3.6  | 2.0  |
| All Groups                                 | 588 | 3.04        | .90  | 29        | 6       | 39.1                          | 26.5 | 30.1 | 2.5  | 1.8  |
| Task #68 Preparation of Students' Handbook |     |             |      |           |         |                               |      |      |      |      |
| Insp.                                      | 30  | 2.50        | .76  | 63.5      | 14.5    | 6.7                           | 46.7 | 36.7 | 10.0 | -    |
| Prin.                                      | 78  | 2.54        | 1.03 | 70        | 16      | 18.3                          | 16.3 | 27.9 | 12.5 | 25.0 |
| D-Pr.                                      | 56  | 2.46        | 1.05 | 71        | 16      | 16.9                          | 15.5 | 32.4 | 14.1 | 21.1 |
| Tchr.                                      | 320 | 2.70        | 1.00 | 74        | 16      | 12.9                          | 11.2 | 34.8 | 21.1 | 18.8 |
| All Groups                                 | 584 | 2.30        | 1.01 | 74        | 16      | 14.1                          | 14.4 | 34.2 | 18.2 | 19.2 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant X: No Response.



Task #68: Preparation of Students'  
Handbook

The definition of a students' handbook may vary from school to school, but 61 principals (58.7 per cent) stated that one was prepared in their schools. All groups ranked this task relatively low (16th) within the category and as 74th among all tasks. There was a significant difference in response distribution between inspectors and teachers.

Task #69: Review of Individual  
Reports

The response of teachers to this task was significantly different to that of principals and deputy-principals. Three groups ranked the task in the lower range of the second quartile, while deputy-principals ranked it 45th. One hundred principals (96.2 per cent) indicated the review of individual student reports.

Task #70: Road Safety Program  
Organization

All groups ranked the task as low priority and there was a significant difference between all pairs of groups other than inspectors and teachers, and principals and deputy-principals. Inspectors ranked the task as 74th in relative importance, but others ranked it 81st, 84th and 85th respectively. Only 33 principals (31.7 per cent) indicated that their school had a road safety program.

Table 30

Student Personnel Tasks (Nos. 69-71): Perceived  
Task Importance by Respondent Groups

|                                           |             |      | Task Rank |         | Response Frequency Percentage |      |      |      |      |      |
|-------------------------------------------|-------------|------|-----------|---------|-------------------------------|------|------|------|------|------|
| N                                         | $\bar{X}^*$ | S.D. | All Tasks | In-Cat. | E**                           | VI   | I    | U    | X    |      |
| Task #69 Review of Individual Reports     |             |      |           |         |                               |      |      |      |      |      |
| Insp.                                     | 30          | 3.00 | .77       | 37      | 8.5                           | 30.0 | 40.0 | 30.0 | -    | -    |
| Prin.                                     | 101         | 3.10 | .83       | 39.5    | 9                             | 38.5 | 29.8 | 28.8 | -    | 2.9  |
| D-Pr.                                     | 71          | 3.11 | .82       | 45      | 11                            | 38.0 | 35.2 | 25.4 | 1.4  | -    |
| Tchr.                                     | 381         | 2.78 | .92       | 40      | 9                             | 27.4 | 25.1 | 39.3 | 4.8  | 3.3  |
| All                                       |             |      |           |         |                               |      |      |      |      |      |
| Groups                                    | 583         | 2.88 | .90       | 40      | 8                             | 30.7 | 27.9 | 35.4 | 3.3  | 2.7  |
| Task #70 Road Safety Program Organization |             |      |           |         |                               |      |      |      |      |      |
| Insp.                                     | 30          | 2.20 | .83       | 74      | 17                            | 10.0 | 16.7 | 56.7 | 16.7 | -    |
| Prin.                                     | 72          | 1.94 | .86       | 85      | 18                            | 10.6 | 6.7  | 36.5 | 36.5 | 9.7  |
| D-Pr.                                     | 51          | 2.00 | .91       | 84      | 18                            | 7.0  | 11.3 | 31.0 | 22.5 | 28.2 |
| Tchr.                                     | 361         | 2.09 | .88       | 81      | 17                            | 9.9  | 10.4 | 49.7 | 21.6 | 8.4  |
| All                                       |             |      |           |         |                               |      |      |      |      |      |
| Groups                                    | 524         | 2.09 | .89       | 81      | 17                            | 9.7  | 10.2 | 45.9 | 21.7 | 12.5 |
| Task #71: Scholarship Administration      |             |      |           |         |                               |      |      |      |      |      |
| Insp.                                     | 28          | 2.29 | .92       | 72      | 16                            | 13.3 | 16.7 | 46.7 | 16.7 | 6.7  |
| Prin.                                     | 99          | 2.79 | 1.05      | 62      | 13                            | 33.7 | 18.3 | 32.7 | 10.6 | 4.8  |
| D-Pr.                                     | 68          | 2.81 | .93       | 62      | 13                            | 29.6 | 22.5 | 39.4 | 4.2  | 4.2  |
| Tchr.                                     | 370         | 2.51 | .92       | 60      | 13                            | 18.8 | 19.5 | 45.9 | 9.6  | 6.1  |
| All                                       |             |      |           |         |                               |      |      |      |      |      |
| Groups                                    | 565         | 2.58 | .96       | 59      | 13                            | 22.4 | 19.5 | 42.9 | 9.5  | 5.7  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

Task #71: Scholarship  
Administration

All groups ranked the task in the lower range of the third quartile, except inspectors who ranked it 72nd. There was no significant difference between the responses of any pairs of groups. Ninety-three principals (89.4 per cent) indicated that this task was performed.

Task #72: School Bank Organization

Eighty-nine principals (85.6 per cent) indicated performance of this task. Groups ranked the task as 86th, 87th, or 88th in relative task importance.

Task #73: Social Welfare Assistance

All but five principals (95.2 per cent) indicated task performance, and there was no significant difference between any groups, with relative task rankings between 61 and 69 over all 88 tasks.

Task #74: Supervision of Students  
on School Premises

This task was ranked by principals as the most important of all student personnel tasks, and as tenth in the total task pattern. Overall the mean ranking of the task was 21, at the lower limits of the first quartile. Deputy-principals had a mean importance score of 3.48, which was slightly higher than the principals' score of 3.43, but it was ranked 16th by deputy-principals. Teachers and inspectors ranked



Table 31

Student Personnel Tasks (Nos. 72-74): Perceived  
Task Importance by Respondent Groups

|                                                     |     | Task Rank   |      |              | Response Frequency Percentage |      |      |      |      |      |
|-----------------------------------------------------|-----|-------------|------|--------------|-------------------------------|------|------|------|------|------|
|                                                     | N   | $\bar{X}^*$ | S.D. | All<br>Tasks | In<br>Cat.                    | E**  | VI   | I    | U    | X    |
| Task #72 School Bank Organization                   |     |             |      |              |                               |      |      |      |      |      |
| Insp.                                               | 29  | 1.44        | .72  | 87           | 19                            | 3.3  | 3.3  | 26.7 | 63.3 | 3.3  |
| Prin.                                               | 95  | 1.89        | 1.04 | 87           | 19                            | 13.5 | 4.8  | 31.7 | 41.3 | 8.7  |
| D-Pr.                                               | 67  | 1.65        | .91  | 88           | 19                            | 8.5  | 2.8  | 29.6 | 53.5 | 5.6  |
| Tchr.                                               | 342 | 1.64        | .83  | 86           | 19                            | 5.6  | 3.3  | 32.2 | 45.7 | 13.2 |
| All<br>Groups                                       | 533 | 1.68        | .88  | 86           | 19                            | 7.2  | 3.5  | 31.6 | 46.7 | 11.0 |
| Task #73 Social Welfare Assistance Organization     |     |             |      |              |                               |      |      |      |      |      |
| Insp.                                               | 30  | 2.50        | .92  | 63.5         | 14.5                          | 16.7 | 30.0 | 40.0 | 13.3 | -    |
| Prin.                                               | 99  | 2.63        | 1.04 | 69           | 15                            | 27.9 | 16.3 | 38.5 | 12.5 | 4.8  |
| D-Pr.                                               | 67  | 2.60        | .95  | 68           | 15                            | 22.5 | 19.7 | 43.7 | 8.5  | 5.6  |
| Tchr.                                               | 363 | 2.42        | .96  | 61           | 14                            | 18.5 | 14.7 | 46.2 | 12.7 | 7.9  |
| All<br>Groups                                       | 559 | 2.48        | .98  | 67           | 15                            | 20.5 | 16.4 | 44.2 | 12.2 | 6.7  |
| Task #74 Supervision of Students on School Premises |     |             |      |              |                               |      |      |      |      |      |
| Insp.                                               | 30  | 3.23        | .84  | 25           | 4.5                           | 50.0 | 23.3 | 26.7 | -    | -    |
| Prin.                                               | 101 | 3.43        | .82  | 10           | 1                             | 61.5 | 16.3 | 18.3 | 1.0  | 2.9  |
| D-Pr.                                               | 71  | 3.48        | .77  | 16           | 4                             | 64.8 | 18.3 | 16.9 | -    | -    |
| Tchr.                                               | 388 | 2.99        | .95  | 24           | 5                             | 40.4 | 20.8 | 33.8 | 3.6  | 1.5  |
| All<br>Groups                                       | 590 | 3.14        | .92  | 21           | 5                             | 47.3 | 20.0 | 28.7 | 2.5  | 1.5  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

the task as 24th and 25th respectively. There was a significant difference between the responses of teachers with both principals and deputy-principals. All principals indicated that the task was performed in their schools.

Task #75: Vocational Guidance Advice

There was no significant difference between any pairs of groups in regard to this task. In mean ranking it was ranked 19th in the lower range of the first quartile, but principals ranked the task as 37th, while deputy-principals and inspectors ranked it as 31st and 24th respectively. Teachers ranked it relatively highest as 14th in relation to all other tasks. There was thus a range of 23 in group rankings. All principals indicated that vocational guidance advice was available in their schools.

SUMMARY

An analysis of the mean group responses indicated that the four guidance, counselling and discipline tasks in the student personnel category ranked in the first four places, with a mean rank of 11.5 over all tasks. The importance of the supervisory function was also stressed by the rating of the student supervision task. Organizational maintenance tasks were rated in the middle range of the task category, while the peripheral tasks such as road safety programs and operation of a school bank were rated very low. The low status of detention

Table 32

Student Personnel Tasks (No. 75): Perceived Task  
Importance by Respondent Groups

|                                     |     |      | Task Rank |              | Response Frequency Percentage |      |      |      |     |     |
|-------------------------------------|-----|------|-----------|--------------|-------------------------------|------|------|------|-----|-----|
|                                     | N   | X*   | S.D.      | All<br>Tasks | In<br>Cat.                    | E**  | VI   | I    | U   | X   |
| Task #75 Vocational Guidance Advice |     |      |           |              |                               |      |      |      |     |     |
| Insp.                               | 30  | 3.23 | .76       | 24           | 4.5                           | 40.0 | 43.3 | 16.7 | -   | -   |
| Prin.                               | 102 | 3.12 | .85       | 37           | 8                             | 40.4 | 30.8 | 25.0 | 1.9 | 1.9 |
| D-Pr.                               | 71  | 3.30 | .83       | 31           | 6                             | 50.7 | 31.0 | 15.5 | 2.8 | -   |
| Tchr.                               | 384 | 3.14 | .88       | 14           | 4                             | 43.1 | 27.9 | 23.6 | 2.8 | 2.5 |
| All<br>Groups                       | 587 | 3.16 | .87       | 19           | 4                             | 43.4 | 29.5 | 22.5 | 2.5 | 2.0 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



class supervision was indicated by it being ranked as 84th among all tasks in importance.

## Chapter 10

### TEACHER PERSONNEL TASKS

This final task category in the study included thirteen tasks specifically concerned with teaching personnel in the high school, particularly in the allocation of teaching and non-teaching duties, staff relations and evaluation.

Absence and accident records are both essentially clerical tasks concerned with organizational maintenance, although both are directly involved in individual teachers' employment conditions. The maintenance of staff absence records is a far more frequent task than that of accident records. Administrative bulletins are a frequent means of communicating information to both staff and students and are a high visibility organizational maintenance task.

It would appear that North American schools generally have a higher ratio of clerical and non-teaching staff to teachers and students than do Victorian schools, with the result that Victorian teachers usually undertake a multitude of non-teaching tasks allocated as non-teaching duties. Most non-teaching tasks are concerned with organizational maintenance. Substitute teachers are not generally available within high schools, particularly for short-term staff absences, and the scheduling of teachers as substitute teachers in

lieu of free periods is one of the perennial problems and sources of discontent among staff already carrying heavy teaching loads. The allocation of teaching duties is basically an organizational maintenance task but it may also combine significant elements of goal achievement functions.

The classroom evaluation of teachers must be viewed in the context of the recent Victorian situation where the matter has been a source of significant militant action by the major teachers' organization. Until recent years every teacher was visited and assessed annually by members of the board of secondary inspectors and promotion opportunities were dependent on their assessment. At present classroom visits and assessment by inspectors is restricted to first-year teachers and in other limited special circumstances, or where a teacher requests such visit for promotion purposes. Teachers may submit references in lieu of, or in addition to, inspectors' assessments.

Staff conferences are regularly held in most schools as a means of communication and include elements of both organizational maintenance and goal achievement functions. The formal staff hierarchy of Victorian high schools is intended to provide senior teachers and assistants with a position of responsibility to act as subject or department co-ordinators, and it is these teachers who usually perform this task. Liaison between principal and teachers is necessary, not only for organizational maintenance, but also for goal achievement. It is therefore interesting to note that more than ten per cent of



principals considered that there was no liaison between themselves and staff as a specific task.

Orientation of new teachers was seen as important for the functioning of the school, and this task also combines elements of organizational maintenance and goal achievement functions. The preparation of staff schedules and statistical returns is a very low visibility organizational maintenance task.

#### COMPARATIVE GROUP RANKINGS

All groups except teachers themselves ranked the category as the most important of the seven for the functioning of the school, with mean ranks of 22.9, 23.2 and 24.7 by principals, deputy-principals and inspectors respectively (Table 6). Teachers' mean ranking was 31.8, and in 11 of the 13 tasks they significantly disagreed with one or another of the other groups in their response. In two tasks, classroom evaluation of teachers and conduct of staff conferences, teachers disagreed with each of the three other groups, and in a further six tasks they disagreed with both principals and deputy-principals.

The Kendall W score of .852 (Table 5) was statistically significant at the .01 level of probability. The degree of correlation between the six pairs of groups was indicated by the Spearman  $r_s$  values of .91 to .66 (Table 4). All were significant at the .01 level except for the lowest, which was significant at the .05 level of confidence.

Although there was a high degree of correlation regarding the ranking of the tasks, it was not unnatural that teachers should have significantly lower mean scores for most tasks because of their regulatory nature in regard to the teachers themselves.

Allocation of teaching duties was regarded as the most important task overall, and by all groups except teachers. Teachers regarded liaison between principal and teachers as the single most important task, while all other groups ranked it second. The classroom evaluation of teachers was ranked lowest by all groups, although teachers ranked the task far lower than any other group. There was a bigger discrepancy for the mean score on this task between teachers and other groups than for any other task in the entire study.

#### INDIVIDUAL TASK IMPORTANCE AND PERFORMANCE ANALYSIS

##### Task #76: Absence Records

This task was ranked 11th of the 13 tasks in the category and 51st amongst all tasks, falling within the third quartile. Deputy-principals ranked it significantly higher than did teachers, who placed a very much lower importance on the task. Principals, although rating a higher mean score than teachers, in fact ranked the task relatively lowest in the category. The task was performed in all schools.

Table 33

Teacher Personnel Tasks (Nos. 76-78): Perceived  
Task Importance by Respondent Groups

|                                              |     | Task Rank   |      |              |            | Response Frequency Percentage |      |      |      |     |
|----------------------------------------------|-----|-------------|------|--------------|------------|-------------------------------|------|------|------|-----|
|                                              | N   | $\bar{X}$ * | S.D. | All<br>Tasks | In<br>Cat. | E**                           | VI   | I    | U    | X   |
| Task #76 Absence Records                     |     |             |      |              |            |                               |      |      |      |     |
| Insp.                                        | 30  | 2.93        | 1.00 | 42.5         | 12.5       | 40.0                          | 20.0 | 33.3 | 6.7  | -   |
| Prin.                                        | 101 | 3.04        | 1.01 | 49           | 13         | 46.2                          | 14.4 | 30.8 | 5.8  | 2.9 |
| D-Pr.                                        | 70  | 3.21        | 1.01 | 38           | 11         | 57.7                          | 9.9  | 25.4 | 5.6  | 1.4 |
| Tchr.                                        | 386 | 2.61        | 1.03 | 53           | 11         | 28.2                          | 15.7 | 42.1 | 11.9 | 2.0 |
| All<br>Groups                                | 587 | 2.78        | 1.05 | 51           | 11         | 35.4                          | 15.0 | 37.7 | 9.8  | 2.0 |
| Task #77 Accident Records                    |     |             |      |              |            |                               |      |      |      |     |
| Insp.                                        | 30  | 2.97        | .98  | 39           | 11         | 40.0                          | 23.3 | 30.0 | 6.7  | -   |
| Prin.                                        | 100 | 3.05        | 1.01 | 48           | 12         | 46.2                          | 14.4 | 29.8 | 5.8  | 3.8 |
| D-Pr.                                        | 69  | 3.00        | 1.00 | 53           | 13         | 43.7                          | 15.5 | 32.4 | 5.6  | 2.8 |
| Tchr.                                        | 366 | 2.54        | 1.01 | 57           | 12         | 22.3                          | 18.8 | 38.3 | 13.5 | 7.1 |
| All<br>Groups                                | 565 | 2.71        | 1.03 | 56           | 12         | 29.9                          | 17.9 | 35.7 | 10.9 | 5.7 |
| Task #78 Administrative Bulletin Preparation |     |             |      |              |            |                               |      |      |      |     |
| Insp.                                        | 30  | 2.93        | .81  | 42.5         | 12.5       | 30.0                          | 33.3 | 36.7 | -    | -   |
| Prin.                                        | 97  | 3.19        | .87  | 30           | 10         | 43.3                          | 26.0 | 22.1 | 1.9  | 6.7 |
| D-Pr.                                        | 68  | 3.43        | .77  | 19           | 7          | 57.7                          | 21.1 | 16.9 | -    | 4.2 |
| Tchr.                                        | 371 | 2.78        | .96  | 41           | 10         | 28.7                          | 22.6 | 36.0 | 6.9  | 5.8 |
| All<br>Groups                                | 566 | 2.93        | .95  | 37           | 10         | 34.7                          | 23.5 | 31.4 | 4.8  | 5.5 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



Task #77: Accident Records

All groups ranked the task relatively low in importance. Inspectors ranked it as 39th in the lower range of the second quartile, while all other groups ranked it in the third quartile. The task was reported as performed in all schools and there was a significant difference between the responses of teachers and both principals and deputy-principals.

Task #78: Administrative Bulletin Preparation

Ninety-three (89.4 per cent) of the 104 principals reported that administrative bulletins were prepared in their schools. Deputy-principals regarded them as more important than did all other groups, although all considered them relatively important. The task was ranked 37th amongst all tasks and 10th within the category. Again the response of teachers was significantly different from that of both principals and deputy-principals.

Task #79: Allocation of Non-Teaching Duties

Non-teaching tasks were allocated in all schools and deputy-principals ranked the task with the highest mean score of 3.48, which differed significantly from that of both inspectors and teachers. Principals also differed significantly from teachers in their response. Principals and deputy-principals ranked the task as 14th and 16th within the first quartile, while inspectors and teachers ranked the

Table 34

Teacher Personnel Tasks (Nos. 79-81): Perceived  
Task Importance by Respondent Groups

|                                            |             | Task Rank |              | Response Frequency Percentage |     |      |      |      |     |     |
|--------------------------------------------|-------------|-----------|--------------|-------------------------------|-----|------|------|------|-----|-----|
| N                                          | $\bar{X}^*$ | S.D.      | All<br>Tasks | In<br>Cat.                    | E** | VI   | I    | U    | X   |     |
| Task #79 Allocation of Non-Teaching Duties |             |           |              |                               |     |      |      |      |     |     |
| Insp.                                      | 30          | 3.03      | .80          | 35                            | 9   | 33.3 | 36.7 | 30.0 | -   | -   |
| Prin.                                      | 101         | 3.40      | .78          | 14                            | 5   | 55.8 | 25.0 | 15.4 | 1.0 | 2.9 |
| D-Pr.                                      | 71          | 3.48      | .77          | 16                            | 5   | 64.8 | 18.3 | 16.9 | -   | -   |
| Tchr.                                      | 389         | 2.78      | .97          | 39                            | 9   | 31.2 | 22.1 | 38.3 | 7.1 | 1.3 |
| All<br>Groups                              | 591         | 2.98      | .96          | 32                            | 9   | 39.6 | 22.9 | 31.4 | 4.8 | 1.3 |
| Task #80 Allocation of 'Extra' Classes     |             |           |              |                               |     |      |      |      |     |     |
| Insp.                                      | 29          | 3.74      | .78          | 29                            | 8   | 36.7 | 36.7 | 23.3 | -   | 3.3 |
| Prin.                                      | 103         | 3.35      | .88          | 20                            | 8   | 58.7 | 19.2 | 18.3 | 2.9 | 1.0 |
| D-Pr.                                      | 70          | 3.53      | .77          | 10                            | 3   | 67.6 | 16.9 | 12.7 | 1.4 | 1.4 |
| Tchr.                                      | 379         | 2.80      | 1.00         | 36                            | 8   | 33.5 | 17.3 | 38.6 | 6.9 | 3.8 |
| All<br>Groups                              | 581         | 3.01      | .98          | 30                            | 8   | 42.1 | 18.5 | 31.2 | 5.2 | 3.0 |
| Task #81 Allocation of Teaching Duties     |             |           |              |                               |     |      |      |      |     |     |
| Insp.                                      | 30          | 3.74      | .51          | 3                             | 1   | 76.7 | 20.0 | 3.3  | -   | -   |
| Prin.                                      | 102         | 3.71      | .65          | 3                             | 1   | 79.8 | 7.7  | 10.6 | -   | 1.9 |
| D-Pr.                                      | 71          | 3.73      | .60          | 3                             | 1   | 81.7 | 9.9  | 8.5  | -   | -   |
| Tchr.                                      | 388         | 3.31      | .87          | 4                             | 2   | 55.3 | 19.8 | 21.8 | 1.5 | 1.5 |
| All<br>Groups                              | 591         | 3.45      | .81          | 3                             | 1   | 63.8 | 16.5 | 17.4 | 1.0 | 1.3 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

task within the middle and lower range of the second quartile respectively.

Task #80: Allocation of 'Extra'  
Classes

Deputy-principals, who are frequently responsible for the allocation of 'extras,' ranked the task as essential with a mean score of 3.53, and also as tenth amongst all tasks in importance. The mean score of all groups was 3.01, with a mean ranking of 30th. Teachers recorded a significantly lower importance task rating than both principals and deputy-principals, while the latter group was also different from inspectors in their response to this task. The task was performed in all schools.

Task #81: Allocation of Teaching  
Duties

The principal is responsible for the allocation of teaching duties to all members of his staff and the task was regarded as the third most important task in the school, following liaison with parents and organization of the time table. All groups except teachers also ranked this task third, the teachers ranked it fourth. Nevertheless, there was a significant difference in the response of teachers to that of both principals and deputy-principals. Teaching duties were allocated in all schools.



Task #82: Classroom Evaluation of Teachers

This task was distinguished by the fact that teachers disagreed more strongly regarding its importance than for any other single task. There was a range of 40 in the relative rankings between inspectors (37th) and teachers (77th). There was a steady decrease in the relative ranking of the importance of the task from inspectors through to teachers. However neither principals nor deputy-principals attached a very high importance to the task in the functioning of the school as shown by the respective rankings of 43.5 and 51. Ninety-one principals (87.8 per cent) indicated that there was evaluation of the classroom performance of teachers within their schools.

Task #83: Conduct of Staff Conferences

While principals, deputy-principals and inspectors ranked the task as 17th, 14th and 12th respectively within the first quartile, teachers differed significantly in their response in ranking it 30th in importance. Only one principal stated that staff conferences were not held in his or her school.

Task #84: Co-ordination of Faculties or Departments

Principals had a significantly higher view of the importance of this task than did teachers, although both ranked it relatively equally in relation to all other tasks. All groups except deputy-principals

Table 35

Teacher Personnel Tasks (Nos. 82-84): Perceived  
Task Importance by Respondent Groups

|                                                 |     | Task Rank   |      |              |            | Response Frequency Percentage |      |      |      |      |
|-------------------------------------------------|-----|-------------|------|--------------|------------|-------------------------------|------|------|------|------|
|                                                 | N   | $\bar{X}^*$ | S.D. | All<br>Tasks | In<br>Cat. | E**                           | VI   | I    | U    | X    |
| Task #82 Classroom Evaluation of Teachers       |     |             |      |              |            |                               |      |      |      |      |
| Insp.                                           | 30  | 3.00        | .82  | 37           | 10         | 30.0                          | 43.3 | 23.3 | 3.3  | -    |
| Prin.                                           | 99  | 3.09        | .90  | 43.5         | 11         | 39.4                          | 28.8 | 23.1 | 3.8  | 4.8  |
| D-Pr.                                           | 63  | 3.02        | .98  | 51           | 12         | 36.6                          | 23.9 | 21.1 | 7.0  | 11.3 |
| Tchr.                                           | 324 | 2.18        | 1.07 | 77           | 13         | 14.0                          | 13.5 | 27.9 | 26.9 | 17.8 |
| All<br>Groups                                   | 516 | 2.50        | 1.10 | 64           | 13         | 21.9                          | 18.9 | 26.0 | 19.4 | 13.9 |
| Task #83 Conduct of Staff Conferences           |     |             |      |              |            |                               |      |      |      |      |
| Insp.                                           | 30  | 3.50        | .67  | 12           | 4          | 60.0                          | 30.0 | 10.0 | -    | -    |
| Prin.                                           | 102 | 3.37        | .80  | 17           | 6          | 55.8                          | 24.0 | 17.3 | 1.0  | 1.9  |
| D-Pr.                                           | 71  | 3.49        | .77  | 14           | 4          | 64.8                          | 21.1 | 12.7 | 1.4  | -    |
| Tchr.                                           | 378 | 2.90        | .99  | 30           | 7          | 35.8                          | 21.8 | 31.5 | 6.9  | 4.1  |
| All<br>Groups                                   | 581 | 3.09        | .95  | 25           | 6          | 43.9                          | 22.5 | 25.7 | 4.8  | 3.0  |
| Task #84 Co-ordination of Faculties/Departments |     |             |      |              |            |                               |      |      |      |      |
| Insp.                                           | 30  | 3.43        | .67  | 14           | 5          | 53.3                          | 36.7 | 10.0 | -    | -    |
| Prin.                                           | 103 | 3.41        | .81  | 12.5         | 4          | 58.7                          | 24.0 | 14.4 | 1.9  | 1.0  |
| D-Pr.                                           | 70  | 3.36        | .83  | 27           | 8          | 54.9                          | 26.8 | 14.1 | 2.8  | 1.4  |
| Tchr.                                           | 385 | 3.16        | .92  | 13           | 4          | 48.0                          | 19.5 | 27.7 | 2.5  | 2.3  |
| All<br>Groups                                   | 588 | 3.24        | .89  | 14           | 4          | 50.9                          | 22.0 | 22.9 | 2.3  | 1.8  |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

ranked this task within the first quartile, the deputy-principals ranked it 27th. All principals, except four, indicated that this task was performed in their schools.

Task #85: Liaison - Principal and Teacher Relations

All four groups ranked this task within the top ten tasks, with a mean rank of four. Teachers ranked it third, although they had the lowest mean score. This was one of only two tasks within the category in which there was no significant difference between the responses of any pairs of groups. Later data (see page 189) indicated that this was a task considered to be a key one for deputy-principals in their position within the schools. Only 93 principals (89.4 per cent) indicated that they considered the task to be performed.

Task #86: Orientation of New Teachers

There was also general agreement in the importance of this task and it ranked as ninth amongst all tasks. Inspectors considered the task to be more important than did all in-school groups, while deputy-principals recorded the lowest relative ranking of 18, although their mean score was higher than that of teachers. All groups ranked the task as third within the category, and all but two principals indicated task performance.



Table 36

Teacher Personnel Tasks (Nos. 85-87): Perceived  
Task Importance by Respondent Groups

|                                                        |     | Task Rank   |      |              | Response Frequency Percentage |      |      |      |     |     |
|--------------------------------------------------------|-----|-------------|------|--------------|-------------------------------|------|------|------|-----|-----|
|                                                        | N   | $\bar{X}^*$ | S.D. | All<br>Tasks | In<br>Cat.                    | E**  | VI   | I    | U   | X   |
| Task #85 Liaison - Principal/Teacher Relations         |     |             |      |              |                               |      |      |      |     |     |
| Insp.                                                  | 30  | 3.73        | .44  | 4            | 2                             | 26.7 | 73.3 | -    | -   | -   |
| Prin.                                                  | 100 | 3.55        | .79  | 6            | 2                             | 68.3 | 15.4 | 9.6  | 2.9 | 3.8 |
| D-Pr.                                                  | 69  | 3.58        | .71  | 7            | 2                             | 66.2 | 23.9 | 4.2  | 2.8 | 2.8 |
| Tchr.                                                  | 380 | 3.34        | .87  | 3            | 1                             | 55.3 | 22.1 | 15.7 | 3.3 | 3.6 |
| All<br>Groups                                          | 579 | 3.43        | .83  | 4            | 2                             | 59.8 | 21.4 | 12.5 | 3.0 | 3.3 |
| Task #86 Orientation of New Teachers                   |     |             |      |              |                               |      |      |      |     |     |
| Insp.                                                  | 30  | 3.70        | .53  | 6            | 3                             | 73.3 | 23.3 | 3.3  | -   | -   |
| Prin.                                                  | 103 | 3.47        | .72  | 8            | 3                             | 58.7 | 28.8 | 10.6 | 1.0 | 1.0 |
| D-Pr.                                                  | 70  | 3.46        | .73  | 18           | 6                             | 57.7 | 29.6 | 9.9  | 1.4 | 1.4 |
| Tchr.                                                  | 389 | 3.21        | .87  | 12           | 3                             | 48.2 | 25.4 | 22.3 | 2.8 | 1.3 |
| All<br>Groups                                          | 592 | 3.31        | .84  | 9            | 3                             | 52.4 | 26.4 | 17.9 | 2.2 | 1.2 |
| Task #87 Staffing Schedules and Statistics Preparation |     |             |      |              |                               |      |      |      |     |     |
| Insp.                                                  | 30  | 3.30        | .90  | 19.5         | 7                             | 56.7 | 20.0 | 20.0 | 3.3 | -   |
| Prin.                                                  | 102 | 3.36        | .83  | 18.5         | 7                             | 57.7 | 18.3 | 22.1 | -   | 1.9 |
| D-Pr.                                                  | 71  | 3.31        | .91  | 30           | 9                             | 57.7 | 19.7 | 18.3 | 4.2 | -   |
| Tchr.                                                  | 371 | 2.90        | .96  | 29           | 6                             | 35.0 | 19.3 | 35.5 | 4.3 | 5.8 |
| All<br>Groups                                          | 574 | 3.06        | .95  | 28           | 7                             | 42.7 | 19.2 | 30.4 | 3.5 | 4.2 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.

Task #87: Staffing Schedules and  
Statistics Preparation

This task does not directly involve teachers and they ranked it significantly lower than both principals and deputy-principals in importance. Inspectors and principals ranked the task within the lower range of the first quartile, while deputy-principals and teachers ranked it in the upper range of the second quartile. All principals reported performance of this task.

Task #88: Liaison - Teacher and  
Student Relations

The only statistical significance in difference between the distribution of the responses between pairs of groups was between deputy-principals and teachers. However, while the mean score of teachers was 3.05 as against 3.23 for deputy-principals, they ranked the task as 20th in relation to all tasks while deputy-principals ranked it 35.5. Inspectors ranked the task highest, both in mean score and relative to all other tasks. All groups regarded the task as relatively important in the total task pattern. Ninety-five principals (91.3 per cent) indicated that liaison between students and teachers existed within their schools.

SUMMARY

These tasks included some of the most important ones for the functioning of the school. Six of the 13 tasks were primarily

Table 37

Teacher Personnel Tasks (No. 88): Perceived Task  
Importance by Respondent Groups

| Task Rank                                    |     |      |              |            | Response Frequency Percentage |      |      |      |     |     |
|----------------------------------------------|-----|------|--------------|------------|-------------------------------|------|------|------|-----|-----|
| N                                            | X*  | S.D. | All<br>Tasks | In<br>Cat. | E**                           | VI   | I    | U    | X   |     |
| Task #88 Liaison - Teacher/Student Relations |     |      |              |            |                               |      |      |      |     |     |
| Insp.                                        | 30  | 3.33 | .75          | 18         | 6                             | 50.0 | 33.3 | 17.7 | -   | -   |
| Prin.                                        | 100 | 3.25 | .84          | 28         | 9                             | 48.1 | 25.0 | 22.1 | 1.0 | 3.8 |
| D-Pr.                                        | 69  | 3.23 | .76          | 35.5       | 10                            | 40.8 | 39.4 | 15.5 | 1.4 | 2.8 |
| Tchr.                                        | 383 | 3.05 | .96          | 20         | 5                             | 42.6 | 21.1 | 29.2 | 4.3 | 2.8 |
| All                                          |     |      |              |            |                               |      |      |      |     |     |
| Groups                                       | 582 | 3.12 | .91          | 22         | 5                             | 43.7 | 24.5 | 25.7 | 3.2 | 2.8 |

\*Mean score of importance rating E:4, VI:3, I:2, U:1. 'No response' eliminated from score. 'All groups' score is a weighted mean.

\*\*E: Essential VI: Very Important I: Important U: Unimportant  
X: No Response.



concerned with people and therefore involved personnel relations.

The allocation of teaching duties was seen as the most important task in the category and it involves more than an organizational maintenance function if the most effective use is to be made of a relatively scarce resource. Liaison between principals and teachers was also ranked among the most important tasks in the school, as was the orientation of new teachers.

The classroom evaluation of teachers was particularly significant because of the clear difference of opinion between teachers and all other groups as to its importance, as indicated by the range of 40 in its relative ranking. The difference between group mean scores was also the greatest for any of the 88 tasks. The data also suggested that administrators may be over-estimating the importance of staff conferences.

## Chapter 11

### TASK IMPORTANCE PATTERN AND HIERARCHY

This chapter reviews the major features of the data of the seven task categories presented in the preceding seven chapters. It also establishes the overall task pattern and hierarchy of individual tasks, without regard to specific task categories. The tasks considered as most important are listed and the high degree of correlation between the four groups in rating these tasks is illustrated. Likewise, the tasks considered as least important are also identified, with the correlation between groups.

While task categories are useful for purposes of description and reporting, individual tasks provide the most comprehensive indication of those tasks considered as most important in the functioning of the school. The more trivial and unimportant school tasks are also included to provide a proper balance to the study, and also because the sum total of such tasks represent a significant segment of the administrative effort in a typical high school. It may be thought that the priority and pattern of tasks is self-obvious, and thus requires no study, but the total pattern is not necessarily easy to establish as perceptions will vary between individuals and groups. The level of agreement and differences between group perceptions in relation to

specific tasks is indicated. It is also possible to identify those tasks where conflict is likely to arise between groups.

The tasks also stress the resources needed to maintain the school as an organization capable of providing the educational services needed for students.

#### GROUP CONCORDANCE IN RANKING TASKS

The Kendall coefficient of concordance ( $W$ ) indicated the agreement between inspectors, principals, deputy-principals and teachers in their ranking of tasks. The maximum score, indicating a total agreement is 1.00. The observed  $W$  score of .935 over all 88 tasks represented a very high level of agreement which was statistically significant beyond the .001 level of probability. It was thus a clear indication that there was a very strong consensus among the four groups in their perception of the importance of various tasks for the functioning of the school. This overall consensus was maintained when each of the seven task categories were considered individually (see Table 5). The  $W$  score ranged from a maximum of .979 for the six tasks categorized as community relations tasks, to a minimum of .678 for the nine extra-curricula tasks. But all scores indicated a high level of agreement and the values were all statistically significant beyond the .01 level of probability.

The Spearman rank correlation coefficient ( $r_s$ ) allows the comparison of ranks between pairs of groups, and also has a maximum



value of 1.00 to indicate complete agreement. In six instances this maximum value was observed between pairs of groups regarding tasks in the clerical and office category and community relations (Table 4).

With six pairs of group responses there were a total of 48 comparisons made over the seven categories plus the total tasks. In addition to the six  $r_s$  of 1.00 there were a further 22 equal to or greater than .90, and 11 equal to or greater than .80, leaving only nine comparisons with lower scores. The greatest difference in relative rankings was observed in the extra-curricula tasks category where correlation coefficients ranged from .90 to .33.

#### INDIVIDUAL TASK SCORES AND RANKS

The group responses to individual tasks with resulting mean importance scores and ranks provided more detailed information than responses to the broad task categories. Table 38 indicates that teachers as a group consistently scored tasks as of lower perceived importance than other groups, while deputy-principals scored tasks higher than other groups for half of all tasks.

Table 39 indicates that teachers were most likely to have the widest range of disagreement in their rating of tasks as measured by the standard deviation associated with mean scores. First ranking indicates the highest standard deviation from mean score.

Table 38

Perceived Task Importance: Relative Mean  
Ranking by Respondent Groups

| Respondent Group  | Relative Mean Ranking |     |     |     | Total |
|-------------------|-----------------------|-----|-----|-----|-------|
|                   | 1st                   | 2nd | 3rd | 4th |       |
| Inspectors        | 19                    | 12  | 32  | 25  | 88    |
| Principals        | 25                    | 46  | 15  | 2   | 88    |
| Deputy-Principals | 43                    | 28  | 16  | 1   | 88    |
| Teachers          | 1                     | 2   | 25  | 60  | 88    |

Table 39

Perceived Task Importance: Relative Standard  
Deviation Ranking by Respondent Groups

| Respondent Group  | Relative Standard Deviation Ranking |     |     |     | Total |
|-------------------|-------------------------------------|-----|-----|-----|-------|
|                   | 1st                                 | 2nd | 3rd | 4th |       |
| Inspectors        | 2                                   | 5   | 20  | 61  | 88    |
| Principals        | 22                                  | 49  | 13  | 3   | 88    |
| Deputy-Principals | 10                                  | 16  | 40  | 23  | 88    |
| Teachers          | 54                                  | 18  | 15  | 1   | 88    |

Significant Differences Between  
Group Responses

The use of the Kolmogorov-Smirnov two-sample test indicates a statistically significant difference between the response distributions of pairs of groups. Table 64 lists the observed D values for each task and the critical values for statistical significance at the .01 and .05 levels of probability. There are 528 values and 110 of them are significant. Table 40 indicates the number of significant values observed between pairs of groups. It is important to note that there was no significant difference between the responses of principals and deputy-principals for any of the 88 tasks. The fact that teachers'

Table 40

Perceived Task Importance: Significant Differences  
Between Pairs of Respondent Groups Measured by  
Kolmogorov-Smirnov Two-Sample Test

| Level of $\alpha$ | I-P | I-D | I-T | P-D | P-T | D-T | Totals |
|-------------------|-----|-----|-----|-----|-----|-----|--------|
| .01               | -   | 1   | 9   | -   | 31  | 28  | 69     |
| .05               | 6   | 8   | 7   | -   | 10  | 10  | 41     |
| N.S.              | 82  | 79  | 72  | 88  | 47  | 50  | 418    |
|                   | 88  | 88  | 88  | 88  | 88  | 88  | 528    |



responses were most likely to be significantly different from that of the other groups is clearly indicated by the table.

The 110 significant responses were associated with 53 tasks, with three or more significantly different responses applicable to 16 tasks, two significantly different responses associated with 22 tasks, and one significant difference associated with 15 tasks. The areas of significant difference were closely related to staff personnel tasks, school management and office and clerical tasks. Significantly different responses were recorded between pairs of groups for five of the ten most important tasks and for six of the ten tasks rated as least important.

#### THE TEN MOST IMPORTANT TASKS

The top ten tasks as determined by the weighted mean response of all respondents are listed in descending order of mean score in Table 41. In addition the top tasks as perceived by each group are also indicated.

All four groups agreed on the inclusion of the top five tasks in the list, but two tasks (curriculum committee organization and counselling interviews) were included in the top ten tasks only because of the weighting effect of the large number of teachers in the study population. The top ten tasks when rankings by each group were considered total 18. Inspectors included curriculum dissemination information and the orientation of students, while both principals and

Table 41

The Ten Tasks Ranked as Most Important to Functioning of the School by  
All-Group Mean with Individual Respondent Group Rankings

| Rank | Task                                         | All-<br>Group Score |      | Respondent Group Rankings |            |                   |
|------|----------------------------------------------|---------------------|------|---------------------------|------------|-------------------|
|      |                                              | $\bar{X}$           | s.d. | Inspectors                | Principals | Dep.-Pr. Teachers |
| 1    | Liaison with Parents                         | 3.64                | .63  | 1.5                       | 2          | 4                 |
| 2    | Time Table Organization                      | 3.63                | .70  | 10                        | 1          | 1                 |
| 3    | Allocation of Teaching Duties                | 3.45                | .81  | 3                         | 3          | 3                 |
| 4    | Liaison between Principal and Teachers       | 3.43                | .83  | 4                         | 6          | 7                 |
| 5    | Maintenance of Student Records               | 3.39                | .88  | 1.5                       | 4          | 2                 |
| 6    | Course Program Preparation and Advice        | 3.39                | .79  | 6                         | 11*        | 5                 |
| 7    | Development of School Educational Philosophy | 3.36                | .91  | 9                         | 5          | 12*               |
| 8    | Curriculum Committee Organization            | 3.34                | .81  | 11*                       | 12.5*      | 26*               |
| 9    | Orientation of New Teachers                  | 3.31                | .84  | 6                         | 8          | 18*               |
| 10   | Interviews re Counselling                    | 3.29                | .78  | 22.5*                     | 18.5*      | 13*               |

\*Not in first ten tasks as rated by total respondent group.

deputy-principals included the budgeting and collection of fees and cash accounting. Principals also included the supervision of students on the school premises as their tenth most important task choice. Deputy-principals also included the maintenance of school correspondence records and allocation of extra classes within their top ten ratings. The stress on organizational maintenance tasks by both principals and deputy-principals should be noted. Teachers differed from other groups in rating discipline interviews and dissemination of curriculum information within the top ten tasks. The smallest difference between the mean scores for any of the most important tasks was .20 for liaison with parents and time table organization. The greatest difference between scores was .74 for orientation of new students. Nine tasks had a score range of .49 or larger between groups. If all the 88 tasks are considered the classroom evaluation of teachers recorded the greatest difference in group scores with a difference of .91 between principals and teachers, a most significant difference.

Six of the top ten tasks in Table 41 were on-going tasks concerned with the functioning of the school, while time table organization may also become a frequent task in schools suffering frequent staff changes during the year. Course program preparation advice, orientation of new teachers and allocation of teaching duties, although concentrated at the end and beginning of the school year, may also continue throughout the year. Most of the tasks were directly



concerned with organizational goal achievement, although they may also be necessary for organizational maintenance.

#### THE TEN LEAST IMPORTANT TASKS

Table 42 includes the ten tasks rated as least important by the weighted mean score of all four groups, together with the relative rankings of each of the four groups. Just as the top five tasks were included by all groups within the top ten tasks, so the lowest five tasks were also a unanimous choice by all groups as being rated lower than 82nd in importance.

Inspectors concurred in eight of the ten least important tasks, but they rated the organization of student magazines and compilation of student awards as lower than road safety programs and telephone use control. Principals, deputy-principals and teachers each concurred in nine of the ten lowest-rated tasks. Principals rated liaison with commercial interests lower than speech night organization. Deputy-principals rated the organization of a social service program lower than drama festival organization, while teachers rated liaison with night school lower than organization of school socials. Thus 15 tasks accounted for the ten tasks considered least important by the four groups.

The smallest difference between group mean scores was .08 in the rating of liaison with commercial interests, while the largest was .67 for the compilation of student awards. Only three of the tasks

Table 42

The Ten Tasks Ranked as Least Important to Functioning of the School by  
All-Group Mean Scores with Individual Respondent Group Rankings

| Rank | Task                             | All-Group Score |      | Respondent Group Rankings |            |                   |
|------|----------------------------------|-----------------|------|---------------------------|------------|-------------------|
|      |                                  | $\bar{X}$       | s.d. | Inspectors                | Principals | Dep.-Pr. Teachers |
| 79   | School Socials Organization      | 2.19            | .91  | 81                        | 81         | 80.5 76*          |
| 80   | Drama Festival Organization      | 2.16            | .91  | 79                        | 82         | 75* 79            |
| 81   | Road Safety Program Organization | 2.09            | .89  | 74*                       | 85         | 84 81             |
| 82   | Speech Night Organization        | 2.04            | 1.01 | 83                        | 75*        | 80.5 82           |
| 83   | Telephone Use Control            | 2.01            | 1.01 | 76*                       | 80         | 82 84             |
| 84   | Detention Classes Supervision    | 1.94            | .98  | 85                        | 83         | 83 83             |
| 85   | Students' Insurance Collection   | 1.84            | .95  | 86                        | 86         | 85 85             |
| 86   | School Bank Organization         | 1.68            | .88  | 87                        | 87         | 88 86             |
| 87   | School Photographs Organization  | 1.67            | .89  | 88                        | 84         | 86 87             |
| 88   | Parking Supervision              | 1.60            | .86  | 82                        | 88         | 87 88             |

\*Not in lowest ten tasks as rated by the group.

had differences in mean scores between groups exceeding .50.

It should be noted that three of the tasks included were from the extra-curricula task category, while students' insurance collection and school photographs organization are annual tasks which cause a minor disruption to school routine. Telephone use control is a very low visibility organizational maintenance task, while parking supervision is conspicuous by its absence in most schools. Speech night is also an annual event, usually occurring at the end of the school year, while detention classes and the operation of the school bank are usually conducted outside normal class hours.

#### GROUP PERCEPTION DIFFERENCES IN TASK RANKING

##### Inspectors

Inspectors ranked 21 tasks equal to or relatively higher than all other groups. These included three clerical tasks, four of six community relations tasks, two of 12 curriculum tasks, six of 24 school management tasks, six of 19 student personnel tasks, and six of 13 teacher personnel tasks. These were mainly supervisory, control, evaluation or information collection tasks. In eight instances inspectors ranked a task eight or more points higher than the next group. These tasks were liaison with community groups, fire drills organization, grounds cleanliness organization, school assemblies organization, school bus organization, departmental statistics



collection, orientation of new students and teachers' accident records. In a further ten instances their ranking was eight or more points above (i.e. more important) the all-group mean. These tasks were maintenance of school correspondence records, organization of school publicity, liaison with night school, supervision of caretakers/cleaners, enrolments projection, preparation of students' handbook, teachers' absence records, classroom evaluation of teachers, conduct of staff conferences and staffing schedules and statistics.

There were 20 tasks where inspectors ranked a task eight or more points lower than the all-group mean. These included excursion control, liaison with tertiary institutions, library services supervision, organization of experimental work in the school, trainee teacher supervision, school magazine liaison, sports meetings organization, student award compilation, bell system operation, budgeting and collection of fees, examination organization, requisition of school supplies, school bookstore organization, site development program, timetable organization, first aid treatment, absentee, discipline and counselling interviews, and scholarship administration.

### Principals

Principals ranked only 15 tasks equal to or higher than all other groups, and none were ranked eight or more points above the next group. They ranked development of the school educational philosophy first. The other tasks included speech night organization, social

services program, canteen management, school photographs, site development, supervision of caretakers, time table organization, detention classes supervision, absentee interviews, supervision of students on school premises, allocation of non-teaching and teaching duties, co-ordination of faculties and staffing schedules and statistics preparation.

In nine instances principals ranked a task eight or more points above the all-group mean. These included fire drills organization, supervision of caretakers, absentee interviews, supervision of students on school premises, teachers' accident records, allocation of non-teaching duties, allocation of extra classes, classroom evaluation of teachers and staffing schedules.

In a further ten instances principals ranked tasks eight or more points lower than the all-group mean. These tasks were liaison with community organizations, conference organization, control of equipment, curriculum information dissemination, liaison with tertiary institutions, organization of experimental work in the school, Student Representative Council liaison, first aid treatment, counselling interviews, and vocational guidance advice.

#### Deputy-Principals

Deputy-principals, who scored 43 of the 88 tasks higher than all other groups, also ranked 23 tasks relatively higher than other groups. They were mainly concentrated in the school management category. In

the three instances of bell system operation, keys control and administrative bulletin preparation they ranked the task eight or more points above the next group. In 13 further cases deputy-principals ranked tasks eight or more points above the all-group mean. These were maintenance of school correspondence records, locker management, maintenance of equipment and buildings, public address announcements, school cash accounting, school transport, supervision of caretakers, enrolments projection, teachers' absence records, allocation of non-teaching duties, allocation of extra classes, classroom evaluation of teaching and conduct of staff conferences. Deputy-principals ranked 14 tasks eight or more points below the all-group mean, including liaison with community organizations, liaison with school associations, organization of school publicity, curriculum committee organization, liaison with elementary schools, liaison with other schools, organization of experimental work in the school, trainee teacher supervision, sports meetings organization, school accounting (supplies), vocational guidance advice, co-ordination of faculties, orientation of new teachers, and liaison between teachers and students.

### Teachers

Teachers scored only one task mean higher than all other groups - organization of experimental work in the school. But they ranked 30 tasks relatively higher than all other groups. These were concentrated in the categories of curriculum and special services



(seven tasks), extra-curricula activities (five tasks) and student personnel (nine tasks). In six instances teachers ranked a task eight or more points higher than the next group, including liaison with other schools, organization of experimental work in schools, trainee teacher supervision, school sports meetings, first aid treatment and vocational guidance advice. No other tasks were ranked eight or more points higher than the all-group mean. Only classroom evaluation of teachers was ranked by teachers eight or more points lower than the all-group mean. Because of the large proportion of teachers in the study population, the mean responses of teachers were more likely to be closer to the all-group mean than those of any other group.

When the relative rankings of tasks by the four groups were considered there was evidence that their organizational position and role influenced perception of relative task importance. Inspectors, as the only non-school group, were particularly concerned with supervision, control, evaluation and information tasks. Principals were concerned with broad aims of organizational goal achievement, supervision and discipline of students, and organization of the school through allocation of teaching and non-teaching duties, as well as co-ordination of faculties. Deputy-principals were concerned with the many tasks involved in the day-to-day detail of the organization.

Teachers were more concerned with liaison between educational institutions and between principals and themselves. They were also particularly concerned with tasks related to individual students,

curriculum and extra-curricula activities.

Teachers had the greatest diversity of individual views over the entire study, while inspectors had the closest agreement on most questions.

#### SUMMARY

The very high degree of consensus between school personnel groups in the relative ranking of the importance of the list of 88 tasks was indicated both by the Kendall W and Spearman  $r_s$  measures, and by an examination of the tasks rated as most important and least important by the mean score of all groups as well as each of the four groups. In a list of the top ten tasks, five were included by all groups, one by three groups, two by two groups and two by one group. If a further eight tasks were considered, the top ten tasks as perceived by all of the four groups were included. The tasks rated as most important were characterized by regular occurrence in most schools and had a significant goal achievement function.

When the ten tasks considered as least important by the mean scores of all groups were examined a similar consensus among all groups was evident, with the five tasks rated lowest being a unanimous choice. Fifteen tasks encompassed the total of tasks rated as the ten least important by each of the four groups. The tasks rated as unimportant were almost entirely extra-curricula activities usually conducted out of normal school hours or annual activities occupying

only a few hours each year.

When the group ranking of tasks was compared there were differences between relative ranking of tasks which may be attributed to the position and role of each group.



## Chapter 12

### IDEAL AND ACTUAL INVOLVEMENT OF THE DEPUTY- PRINCIPAL IN SCHOOL ADMINISTRATIVE TASKS

This chapter reports data pertaining to the ideal involvement of the deputy-principal in school administrative tasks as perceived by the four groups of respondents, and compares this with the actual involvement as reported by deputy-principals. It will also investigate the correlation between the perceived importance of tasks, and the ideal involvement of the deputy-principal in these tasks.

Attention is directed to the discussion of the formal and informal roles of inspectors, principals, deputy-principals and teachers in their influence on the functioning of the school (Pages 24 - 42). Deputy-principals, as present incumbents of the position, report their perceptions regarding their own task role. Inspectors and principals as superordinates, are in the position of formal role prescribers for the position. Teachers occupy a subordinate position to the deputy-principal but are nevertheless able to exercise a very significant influence on the position and role as informal prescribers of appropriate tasks.

The presentation of the chapter includes the Kendall and Spearman rank correlations of groups for each task category, followed by a detailed examination of the top ten tasks as listed by the mean

of all groups. Each group is then considered separately and the top ten tasks of each group rating are discussed. The list of task priority ratings is then extended beyond the first ten tasks to consider other tasks considered appropriate to the position of deputy-principal. Tasks rated as not appropriate of the deputy-principal are also listed.

A series of graphic figures is included to present the data for all 88 tasks by categories. Where the distribution of responses is clustered within a small area, a task category is divided into two equal groups for clarity of presentation. Each graphic figure combines the dual dimensions of perceived task importance and ideal deputy-principal involvement, and the range of responses between the four groups is indicated by plotting and identifying each with the symbol I, P, D and T respectively.

When the tasks perceived as most appropriate for the position of deputy-principal are considered, the role is identified as being primarily concerned with personnel tasks and organizational development. Liaison tasks are given a very high priority. Five of the top ten tasks are primarily concerned with teacher personnel and two with community relations. Only one task, interviews re discipline, is directly concerned with individual students.

#### GROUP CONCORDANCE IN TASK RATINGS

The overall concordance between the four groups in rating all 88 tasks as expressed by the Kendall coefficient of concordance was

$W = .953$ , an exceptionally high score, and significant beyond the .001 level of probability (Table 43). Therefore there was evidence of a very strong agreement between groups in the overall ranking of tasks. When each of seven categories was considered individually the  $W$  scores ranged from a maximum of .973 for community relations to a minimum of .806 for teacher personnel tasks. All scores were statistically significant at the .01 level.

The correlation in task ranking between pairs of groups as measured by the Spearman rank correlation coefficient ( $r_s$ ) exceeded .90 over all tasks between all six pairs of groups, as indicated in Table 44. When the 42 pairs of group correlations over the seven task categories were considered, the consensus was also very high, with 36 scores equalling or exceeding .90, one of .82, two of .70 and .71, one of .68, with the two lowest scores being .50 for rankings between inspectors and both principals and teachers for clerical tasks. This task category provided the greatest difference in ranking of tasks between pairs of groups, despite the fact that it was the smallest category. Nevertheless principals and teachers were in complete agreement in their relative ranking of the tasks within this category.

When the mean ranking of tasks in each category was considered (Table 45) a clear pattern was evident, and there was complete agreement between all groups in relative mean ranking of the first five categories, leaving only a minor reversal of the sixth and seventh places. Teacher personnel tasks were rated as the most appropriate task



Table 43

Perceived Ideal Deputy-Principal Task Involvement by Category: Kendall  
Coefficient of Concordance (W) with Critical S and Chi Square Values

| Task Category                   | N  | W    | S     | Assoc.<br>Critical<br>S Value<br>$\alpha .01$ | $\chi^2$ | Assoc.<br>Critical<br>$\chi^2$ Value<br>$\alpha .01$ |
|---------------------------------|----|------|-------|-----------------------------------------------|----------|------------------------------------------------------|
| Clerical and Office             | 5  | .813 | 130   | 109.3                                         | -        | -                                                    |
| Community Relations             | 6  | .973 | 270.5 | 176.2                                         | -        | -                                                    |
| Curriculum and Special Services | 12 | .906 | -     | -                                             | 39.87    | 24.72                                                |
| Extra-Curricula Activities      | 9  | .873 | -     | -                                             | 27.93    | 20.09                                                |
| School Management               | 24 | .931 | -     | -                                             | 85.62    | 41.64                                                |
| Student Personnel               | 19 | .955 | -     | -                                             | 68.78    | 34.80                                                |
| Teacher Personnel               | 13 | .806 | -     | -                                             | 38.68    | 26.22                                                |
| All Tasks                       | 88 | .953 | -     | -                                             | 331.68   | 50.89                                                |

df = N-1 Where df < 7 Chi Square test inapplicable. S value calculated in lieu.



Table 45

Perceived Ideal Deputy-Principal Task Involvement by Category:  
Mean Task Ranking by Respondent Groups

| Task Category                   | Inspectors     |           | Principals     |           | Deputy-Principals |           | Teachers       |           | All Groups     |           |
|---------------------------------|----------------|-----------|----------------|-----------|-------------------|-----------|----------------|-----------|----------------|-----------|
|                                 | $\bar{X}$ Rank | Cat. Rank | $\bar{X}$ Rank | Cat. Rank | $\bar{X}$ Rank    | Cat. Rank | $\bar{X}$ Rank | Cat. Rank | $\bar{X}$ Rank | Cat. Rank |
| Clerical and Office             | 60.2           | 6         | 65.6           | 7         | 61.4              | 6         | 62.4           | 6         | 61.4           | 6         |
| Community Relations             | 35.8           | 3         | 31.5           | 3         | 33.3              | 3         | 32.3           | 3         | 32.0           | 3         |
| Curriculum and Special Services | 65.2           | 7         | 60.7           | 6         | 62.3              | 7         | 63.4           | 7         | 63.0           | 7         |
| Extra-Curricula Activities      | 56.1           | 5         | 58.1           | 5         | 60.4              | 5         | 54.5           | 5         | 54.6           | 5         |
| School Management               | 48.8           | 4         | 44.3           | 4         | 43.0              | 4         | 43.0           | 4         | 43.5           | 4         |
| Student Personnel               | 18.7           | 1         | 20.2           | 1         | 19.7              | 1         | 22.0           | 1         | 20.1           | 1         |
| Teacher Personnel               | 23.5           | 2         | 27.9           | 2         | 27.0              | 2         | 22.8           | 2         | 24.0           | 2         |



involvement for deputy-principals, with an extremely low mean rating of 20.1 over all groups, and a range of 18.7 and 22.0 between inspectors and teachers. The fact that five of the top ten rated tasks concerned teachers has already been noted, and nine of the 13 tasks in the category were within the first quartile. Community relations tasks were ranked second with a mean task ranking of 24.0, ranging from 22.8 for teachers to 27.9 for principals. Curriculum and special services ranked third, with a mean rank of 32.0 ranging from 31.5 for principals to 35.8 for inspectors. Student tasks were ranked fourth with a mean rank of 43.5, and a range of 43 for deputy-principals and teachers to 48.8 for inspectors. School management tasks ranked fifth, clerical and office tasks sixth, and extra-curricula tasks seventh. There were clear differences in the mean rankings indicated in Table 45, whereas such differences were absent in the middle range of Table 6, where perceived task importance mean scores were ranked by categories. There was thus a clear indication that all groups perceived the ideal task role of the deputy-principal to be concentrated in the areas of teacher personnel, liaison and curriculum. This view was supported by written comments of respondents reported in the following chapter.

#### THE TASKS MOST IDEAL FOR DEPUTY- PRINCIPAL INVOLVEMENT

The ten tasks rated by the mean of all groups as the most appropriate for involvement by the deputy-principal are indicated in

Table 46. Five of the tasks were included by each of the four groups in the top ten tasks. All but one of the tasks were included by teachers, but they ranked time table organization in fifth place (Table 47). Principals excluded allocation of teaching duties and liaison with school associations from their selection, and substituted for these allocation of non-teaching duties and supervision of students on school premises. Deputy-principals and inspectors both excluded school assembly organization and preparation of staffing schedules and statistics from their top ten tasks, and substituted administrative bulletin preparation and conduct of staff conferences. Inspectors also rated discipline interviews outside the first ten tasks, but included curriculum committee organization. Deputy-principals excluded liaison with school associations and substituted allocation of non-teaching duties. But it should be noted that all the five tasks ranked by one or more groups outside the all-group mean were ranked above 20th position by the respective group, with four ranked 14th or higher. If the tasks ranked in the top ten by any of the four groups were included only an additional seven tasks were involved. They in fact occupied the next seven ranks in the all-group mean, and the lowest all-group mean score was 3.44 for supervision of students on school premises.

Five of the top ten tasks considered ideal for deputy-principal involvement were also included in the ten tasks considered most important for the functioning of the school (Table 41). These were liaison between principal and teachers, liaison with parents,

Table 46

The Ten Tasks Ranked as Most Ideal for Deputy-Principal Involvement by  
All-Group Mean Scores with Individual Respondent Group Rankings

| Rank | Task                                         | All-Group Score |      | Respondent Group Rankings |            |          |          |
|------|----------------------------------------------|-----------------|------|---------------------------|------------|----------|----------|
|      |                                              | $\bar{X}$       | s.d. | Inspectors                | Principals | Dep.-Pr. | Teachers |
| 1    | Liaison Principal-Teachers                   | 4.01            | 1.12 | 1                         | 3          | 1        | 2        |
| 2    | Liaison with Parents                         | 3.98            | .96  | 2                         | 5          | 3        | 1        |
| 3    | Orientation of New Teachers                  | 3.87            | .94  | 3                         | 2          | 6        | 4        |
| 4    | Interviews re Discipline                     | 3.81            | .90  | 19.5*                     | 4          | 10       | 3        |
| 5    | Conference Organization                      | 3.79            | .99  | 7                         | 8          | 2        | 6        |
| 6    | Development of School Educational Philosophy | 3.73            | 1.11 | 5                         | 1          | 8        | 8        |
| 7    | Allocation of Teaching Duties                | 3.65            | 1.07 | 6                         | 14*        | 7        | 11*      |
| 8    | School Assembly Organization                 | 3.64            | .98  | 12*                       | 9          | 14*      | 9        |
| 9    | Staffing Schedules and Statistics            | 3.63            | 1.03 | 13.5*                     | 7          | 11*      | 10       |
| 10   | Liaison with School Associations             | 3.61            | 1.01 | 10                        | 16*        | 13*      | 7        |

\*Not in first ten tasks as rated by the group.



Table 47

The Ten Tasks Rated as Most Ideal for Deputy-Principal Involvement  
by Mean Scores of Each Respondent Group

| Rank | Inspectors                                                    | Principals                           | Deputy-Principals                 | Teachers                          |
|------|---------------------------------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| 1    | Principal-Teacher Liaison                                     | Devel. of School Educ. Philos.       | Liaison Principal-Teachers        | Liaison Parents                   |
| 2    | Parent Liaison                                                | Orientation of New Teachers          | Conference Organization           | Liaison Principal-Teachers        |
| 3    | Orientation of New Teachers                                   | Liaison Principal-Teachers           | Liaison Parents                   | Interviews Discipline             |
| 4    | Conduct of Staff Conferences (15)                             | Interviews re Discipline             | Admin. Bulletin Prep. (13.5)      | Orientation of New Teachers       |
| 5    | Devel. of School Educ. Philos.                                | Liaison Parents                      | Alloc. Non-Teaching Duties (13.5) | Time Table Organization (11)      |
| 6    | Allocation of Teaching Duties                                 | Alloc. of Non-Teaching Duties (13.5) | Orientation New Teachers          | Conference Organization           |
| 7    | Conference Organization                                       | Staffing Schedules and Statistics    | Alloc. of Teaching Duties         | Liaison School Associations       |
| 8    | Liaison Teacher-Students (14)                                 | Conference Organization              | Devel. of School Educ. Philos.    | Devel. of School Educ. Philos.    |
| 9    | *Curriculum Committee Organization                            | School Assemblies Organization       | Conferences Conduct (13)          | School Assemblies Organization    |
| 10   | *Liaison School Association<br>*Administrative Bulletin Prep. | Supervision of Students (17)         | Interviews Discipline             | Staffing Schedules and Statistics |

Numbers in brackets indicate All-Group Ranking of Tasks not in first ten tasks.

\*Equal 10th ranking.

orientation of new teachers, development of school educational philosophy, and allocation of teaching duties. The five tasks rated as amongst the ten most important, but not ideal for deputy-principal involvement were maintenance of student records, curriculum committee organization, time table organization, course program advice and counselling interviews. Thus respondents were clearly considering the nature of a task and distinguishing between importance and involvement with a specific position, although all these five tasks except student records (44th rank) were ranked high for involvement. The organization of school assemblies ranked eighth for ideal deputy-principal involvement, ranked only 48th in overall task importance, and represented the largest discrepancy between ranking of tasks in importance and involvement of deputy-principal.

Figure 2 indicates the comparative all-group mean ranking of each of the 88 tasks over the two dimensions of perceived importance for the functioning of the school and ideal deputy-principal involvement in each. Figures 3 to 12 indicate the distribution of each group response by task categories.

The following tasks are listed and discussed in the order of their all-group mean involvement ranking, not numerical order, although the task list number is given for reference.

Task #85: Liaison Between Principal and Teachers

This is a very high frequency internal organizational task,

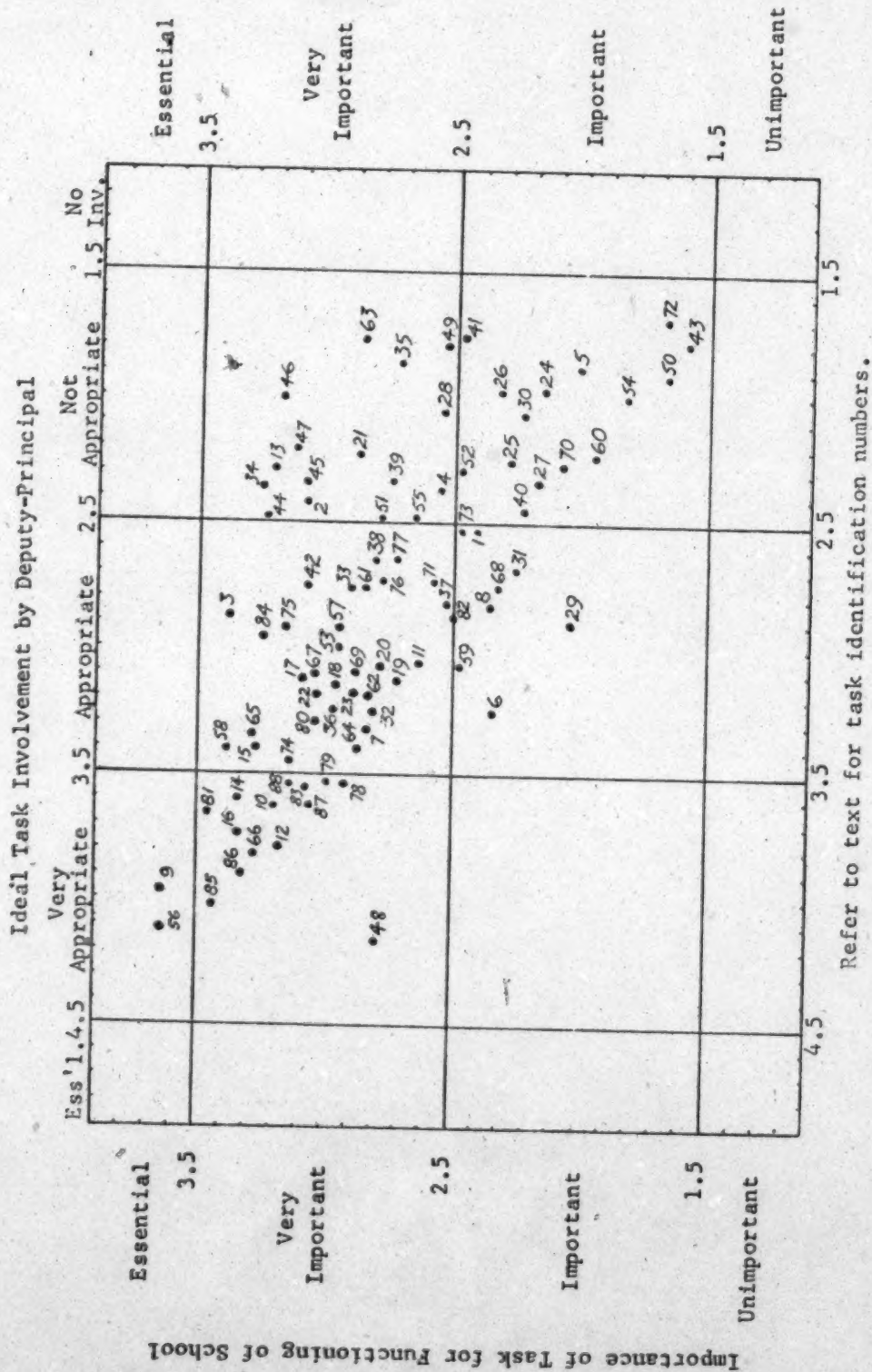


Figure 2

• All-Group Mean Rating of All Tasks by Perceived Task Importance and Ideal Involvement by Deputy-Principal



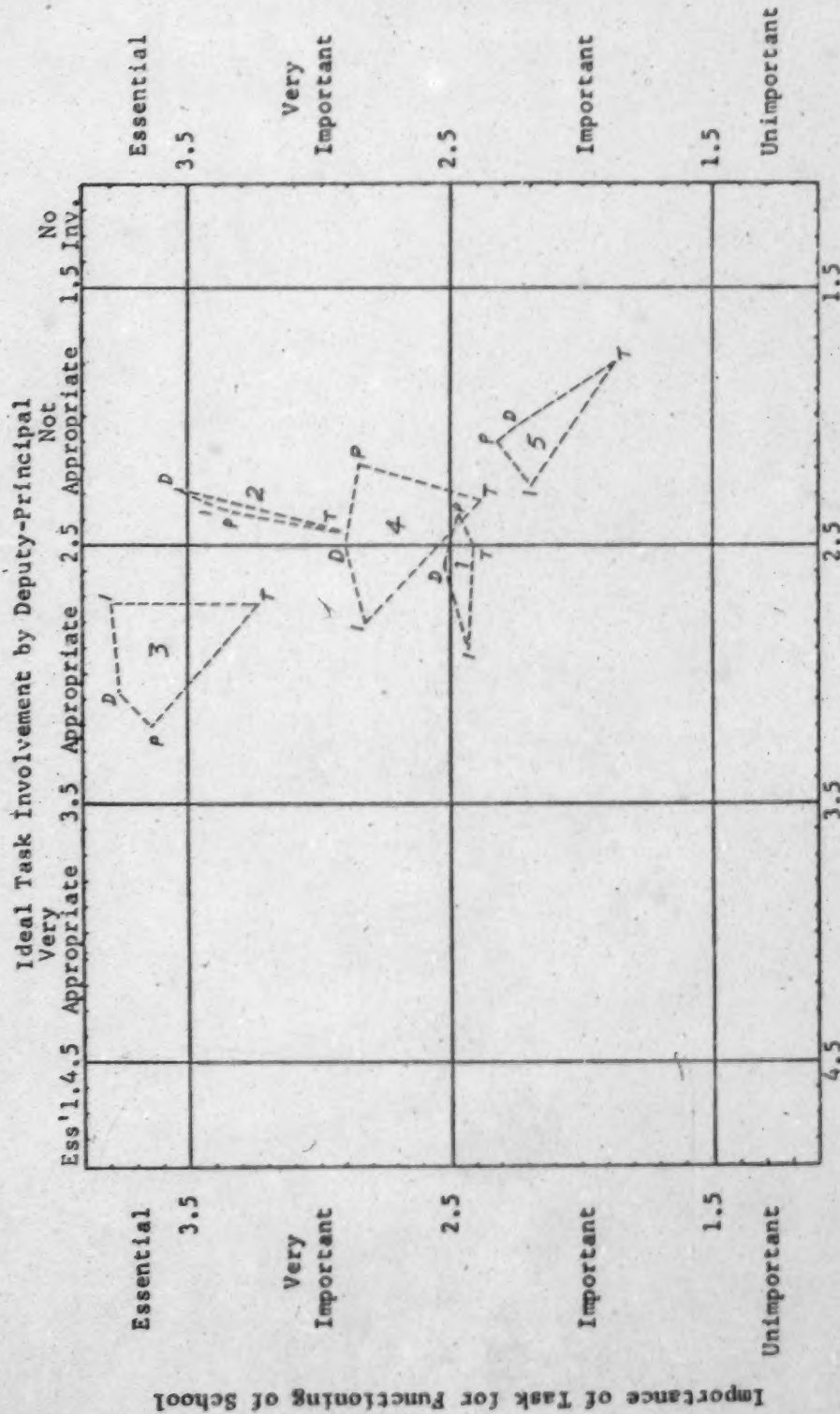
which is both necessary for organizational maintenance and also provides opportunity for educational leadership. This task was included by all groups within the three most ideal tasks. Figure 5 illustrates that inspectors ranked it highest in both importance and ideal involvement, and also indicates why the response of teachers, although the highest of the group for the category, was nevertheless statistically significantly lower than all three other groups. Principal-teacher liaison ranked as fourth in task importance.

Task #9: Liaison with Parents

Liaison with parents ranked closely with principal-teacher liaison in both ideal deputy-principal task involvement and importance. Again inspectors scored the task slightly higher than other groups on both dimensions (Figure 4), but there was no significant difference in the distribution of responses between any pairs of groups. Liaison with parents is another high frequency task, but involves the external relations of the organization and may be regarded as a goal achievement or leadership function, while also necessary for organizational maintenance.

Task #86: Orientation of New Teachers

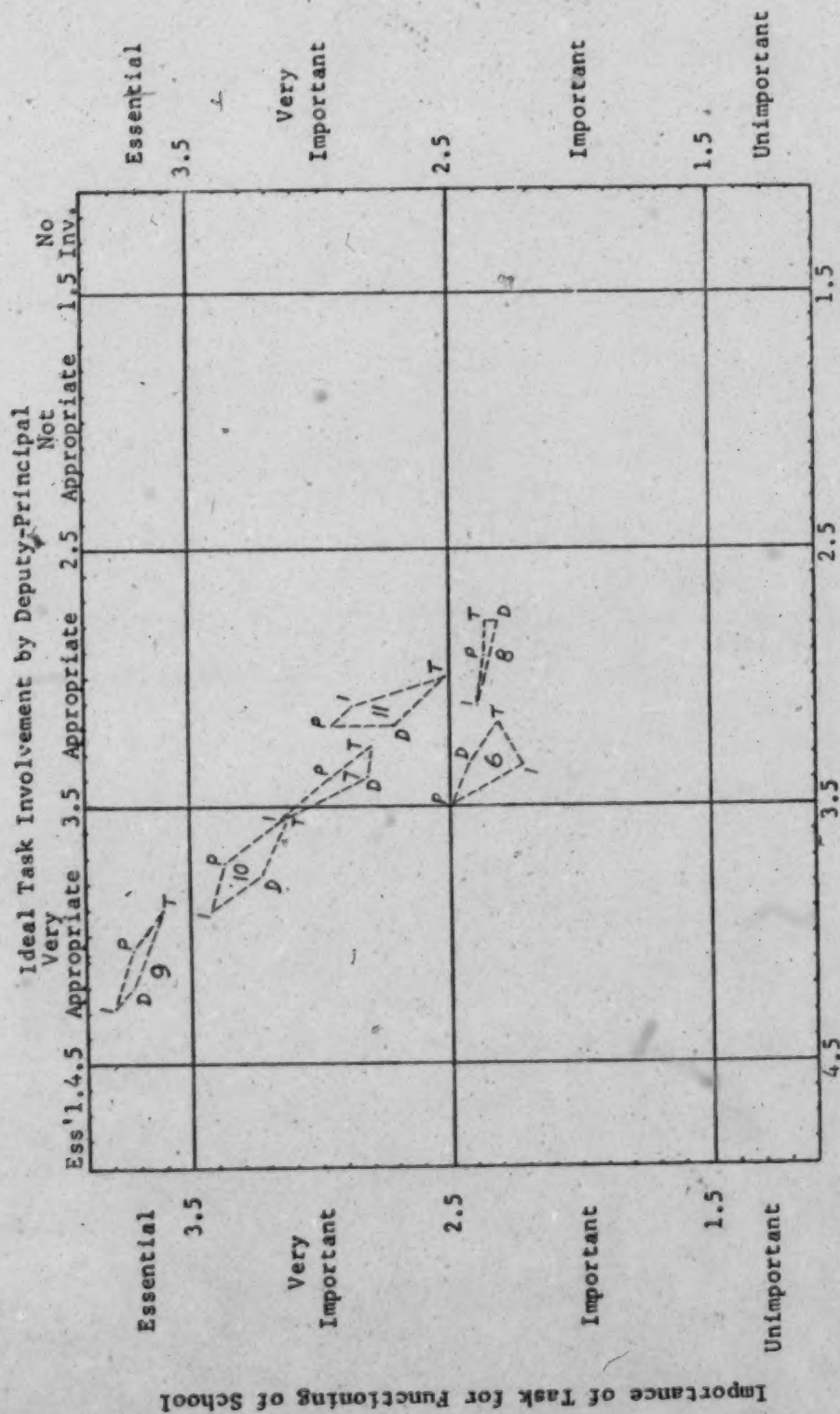
While this task was rated in third position, it differed from the first two in that it is essentially a task concentrated in occurrence at the start of each school year, although it is obviously



I: Inspectors P: Principals D: Deputy-Principals T: Teachers

Figure 3

Clerical and Office Tasks: Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings





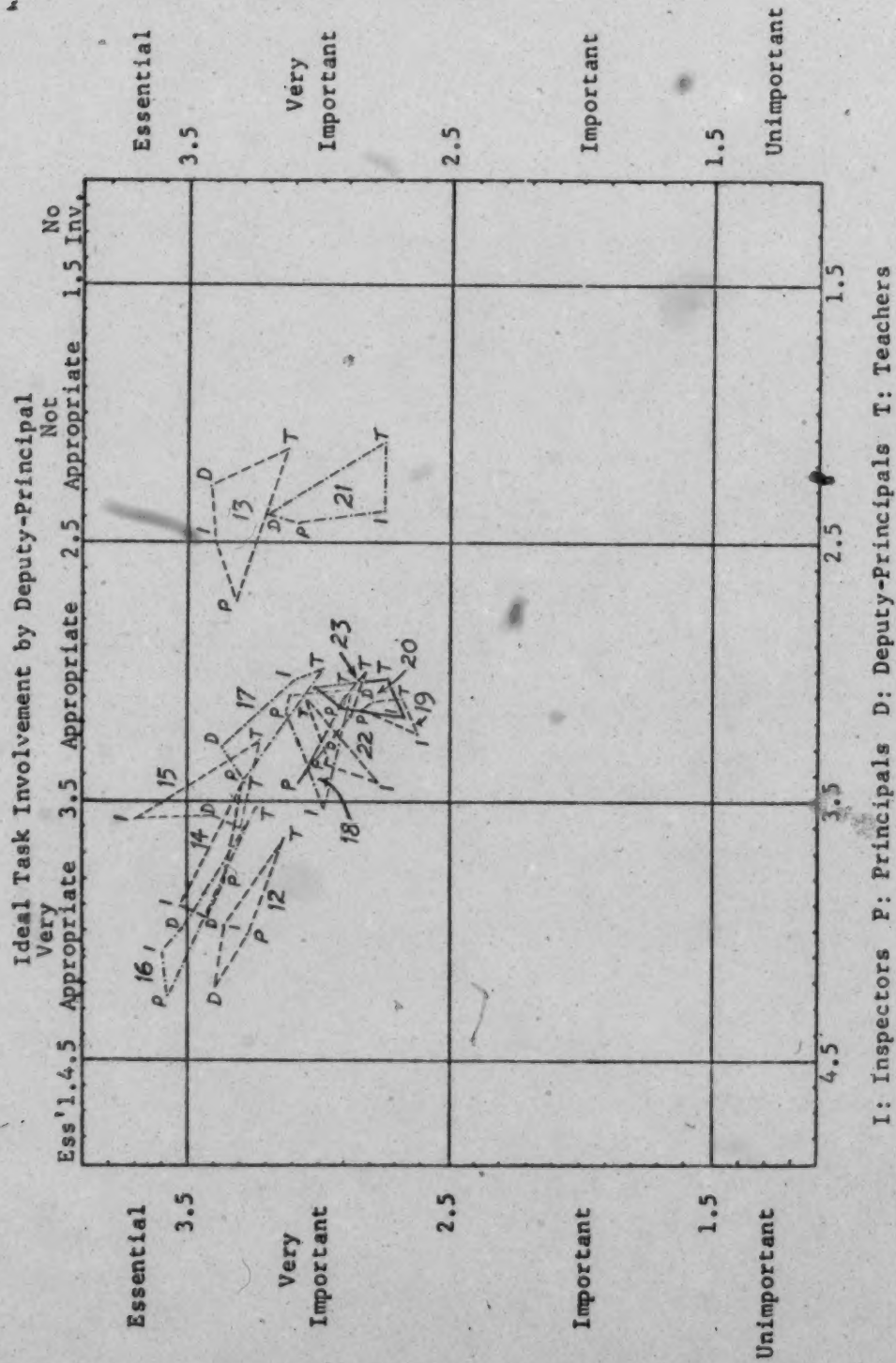
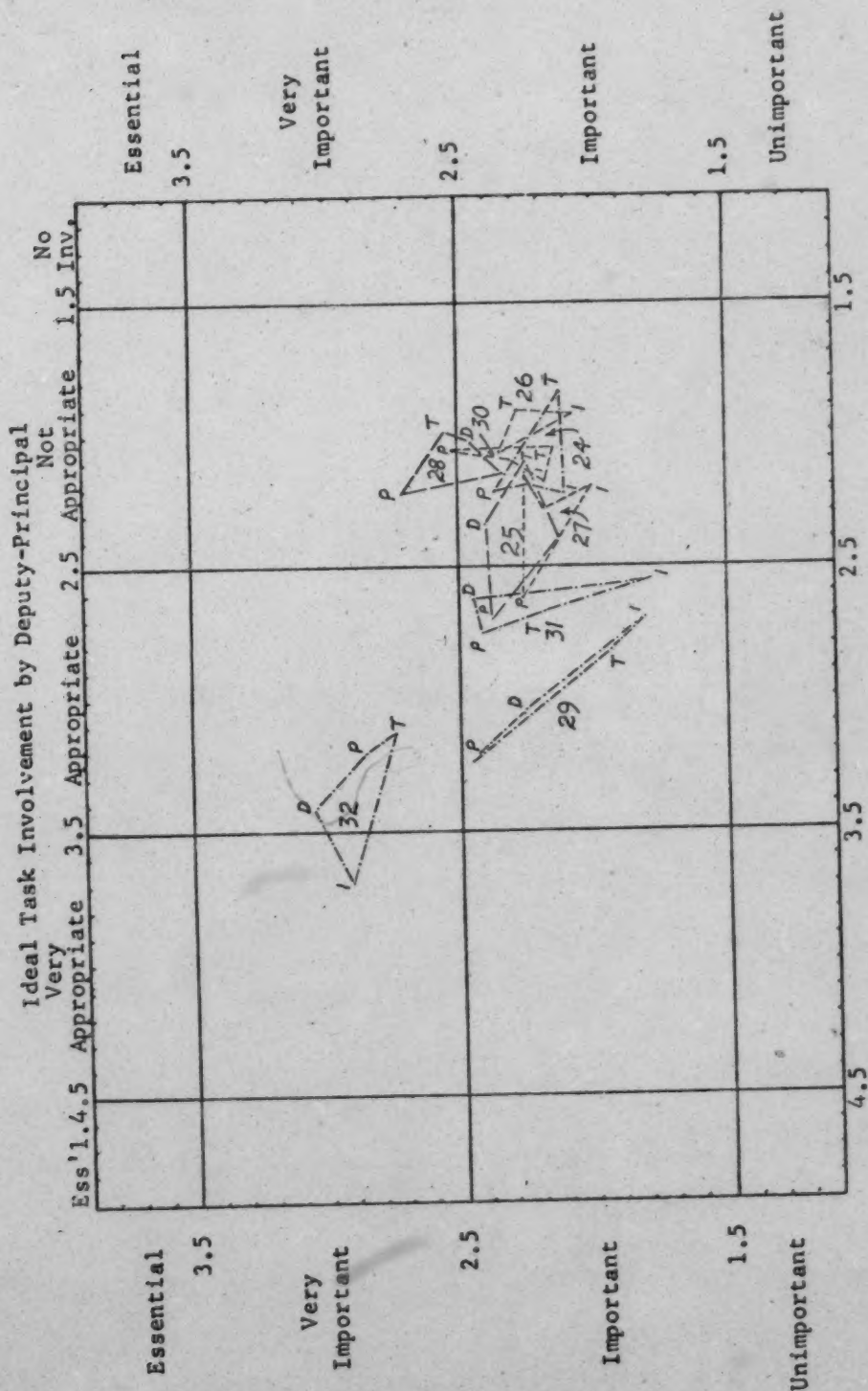


Figure 5  
Curriculum and Special Services Tasks: Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings

# Importance of Task for Functioning of School



I: Inspectors P: Principals D: Deputy-Principals T: Teachers

Figure 6

Extra-Curricula Activity Tasks: Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings

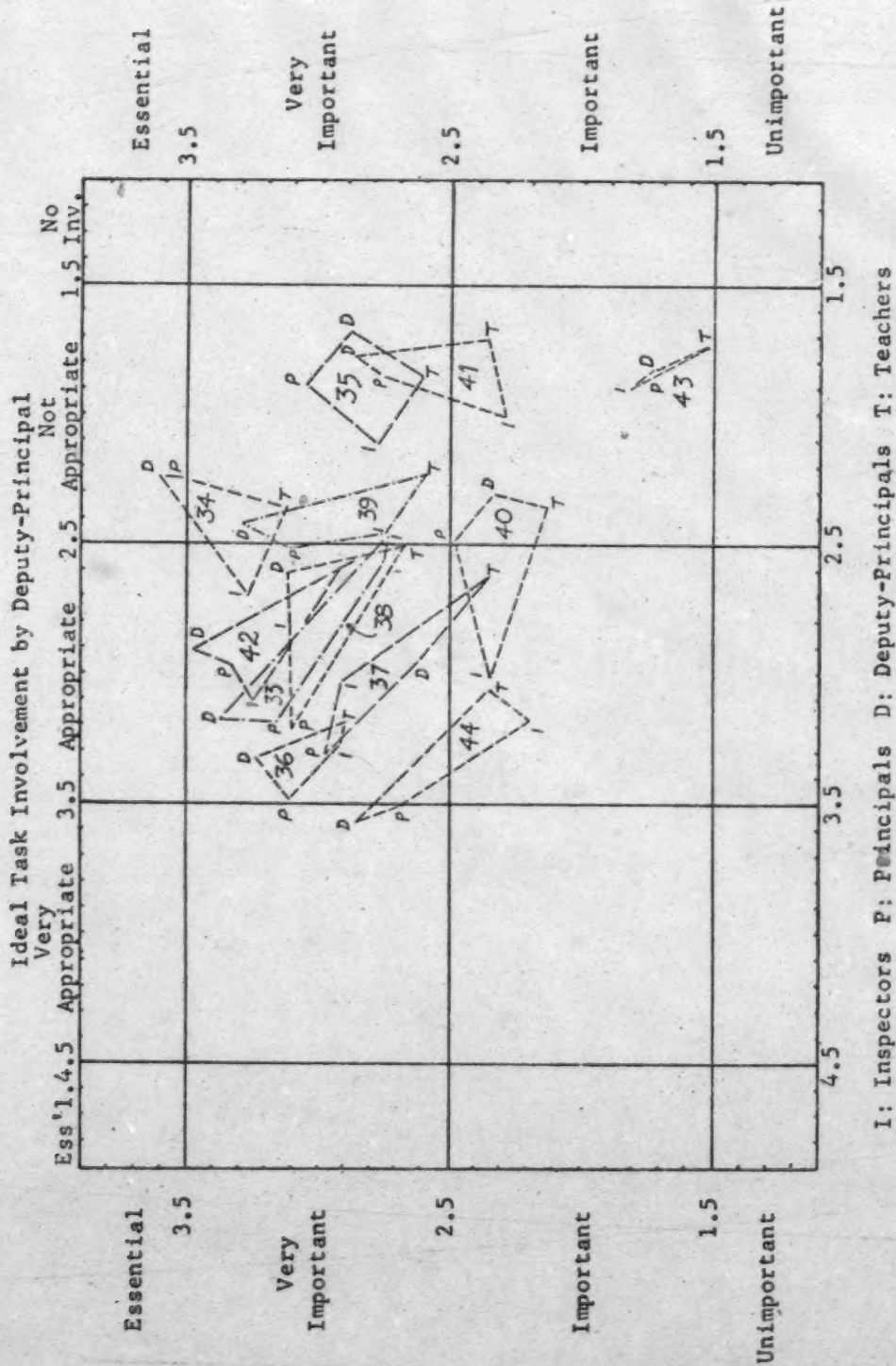


Figure 7  
School Management Tasks (Nos. 33-44): Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings



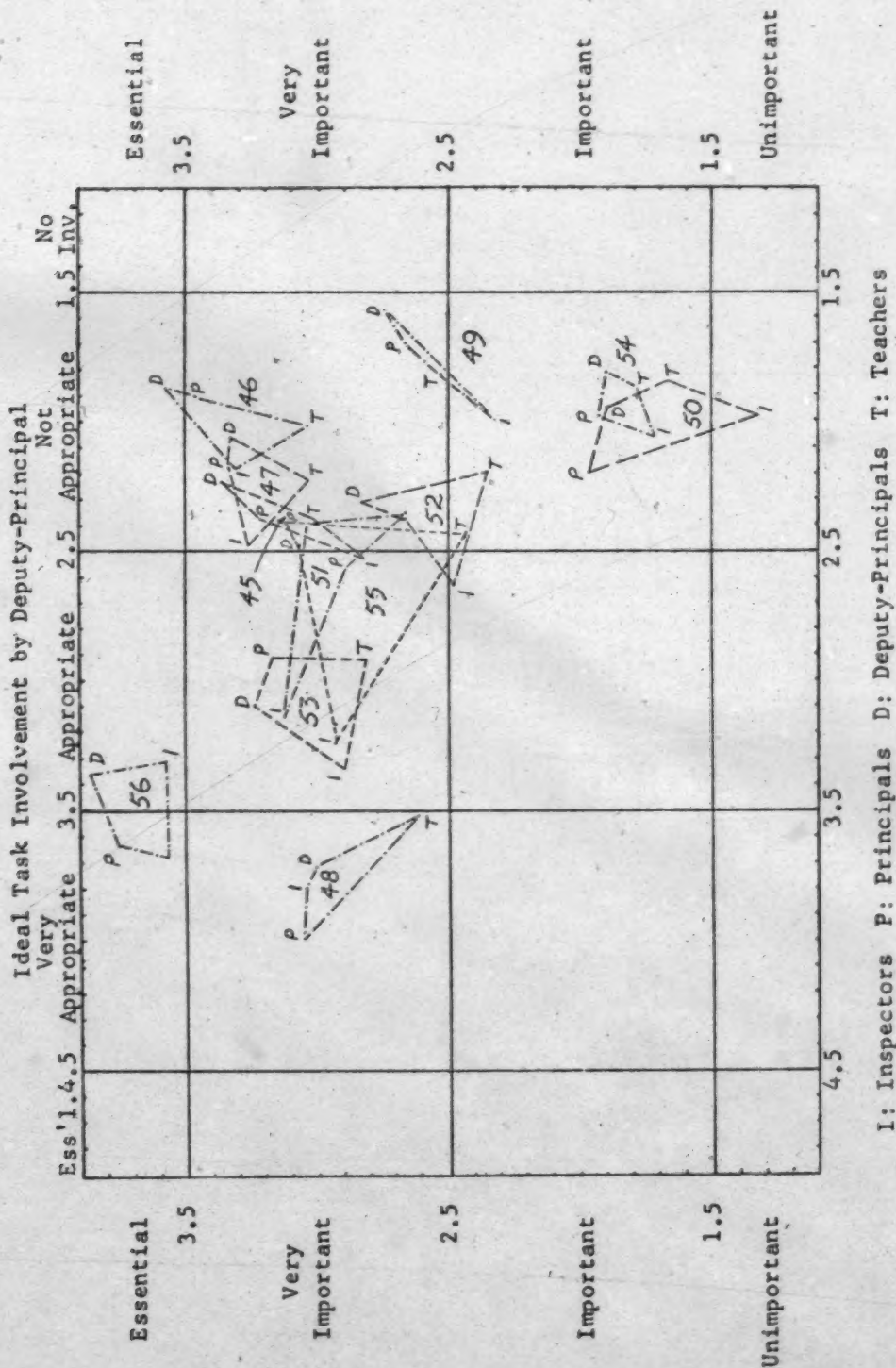


Figure 8  
School Management Tasks (Nos. 45-56): Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings

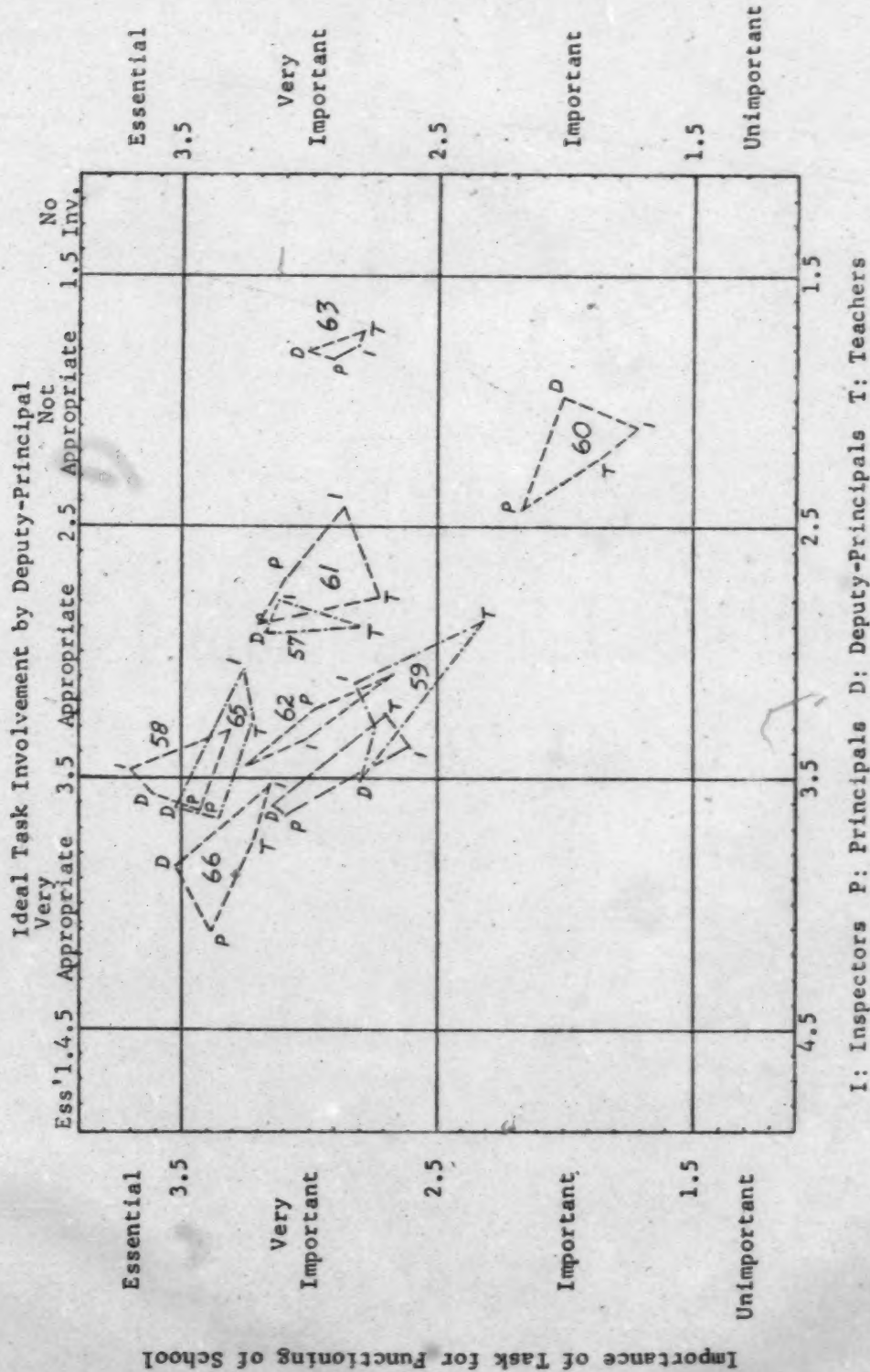


Figure 9  
Student Personnel Tasks (Nos. 57-66): Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings

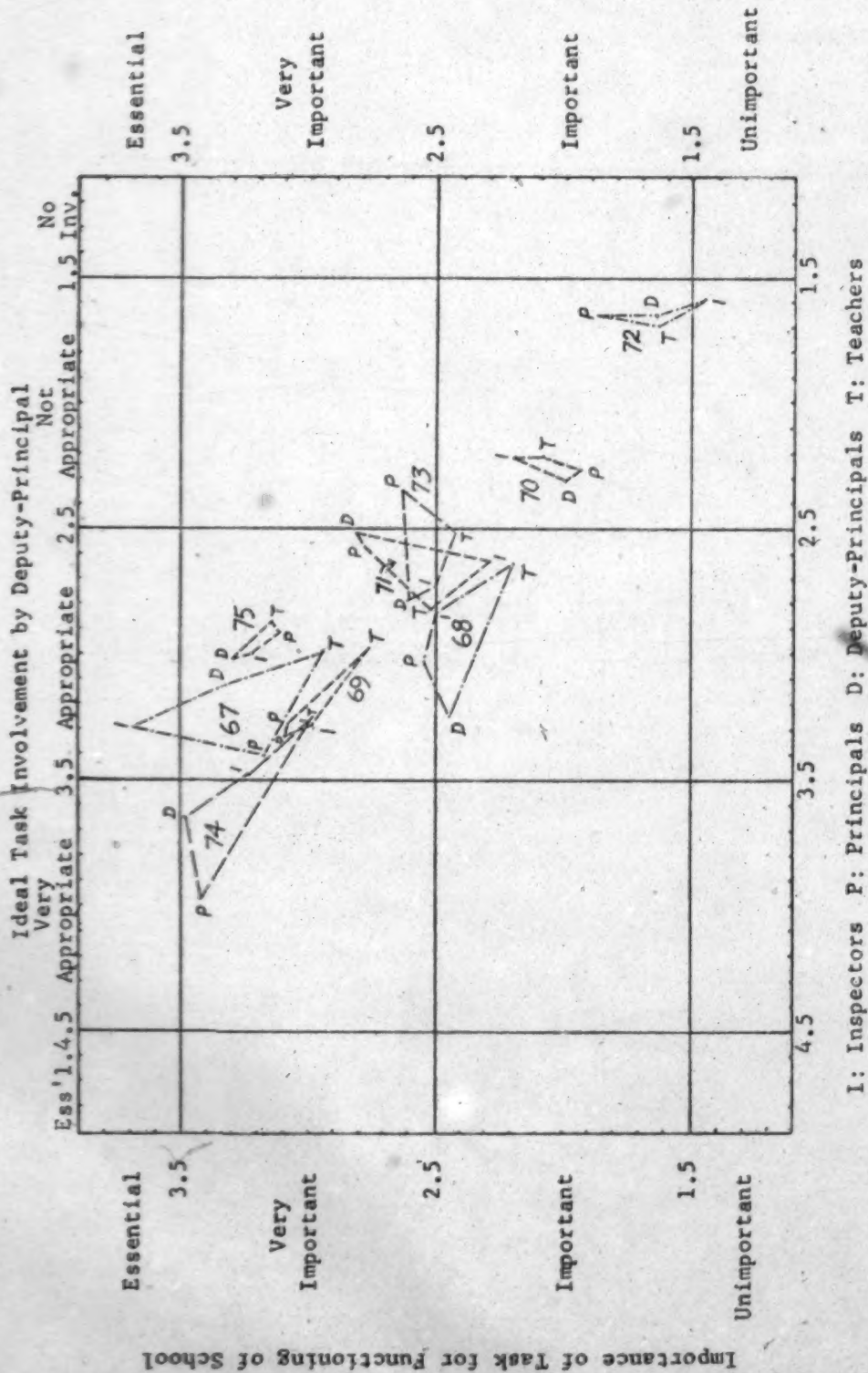


Figure 10

Student Personnel Tasks (Nos. 67-75): Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings



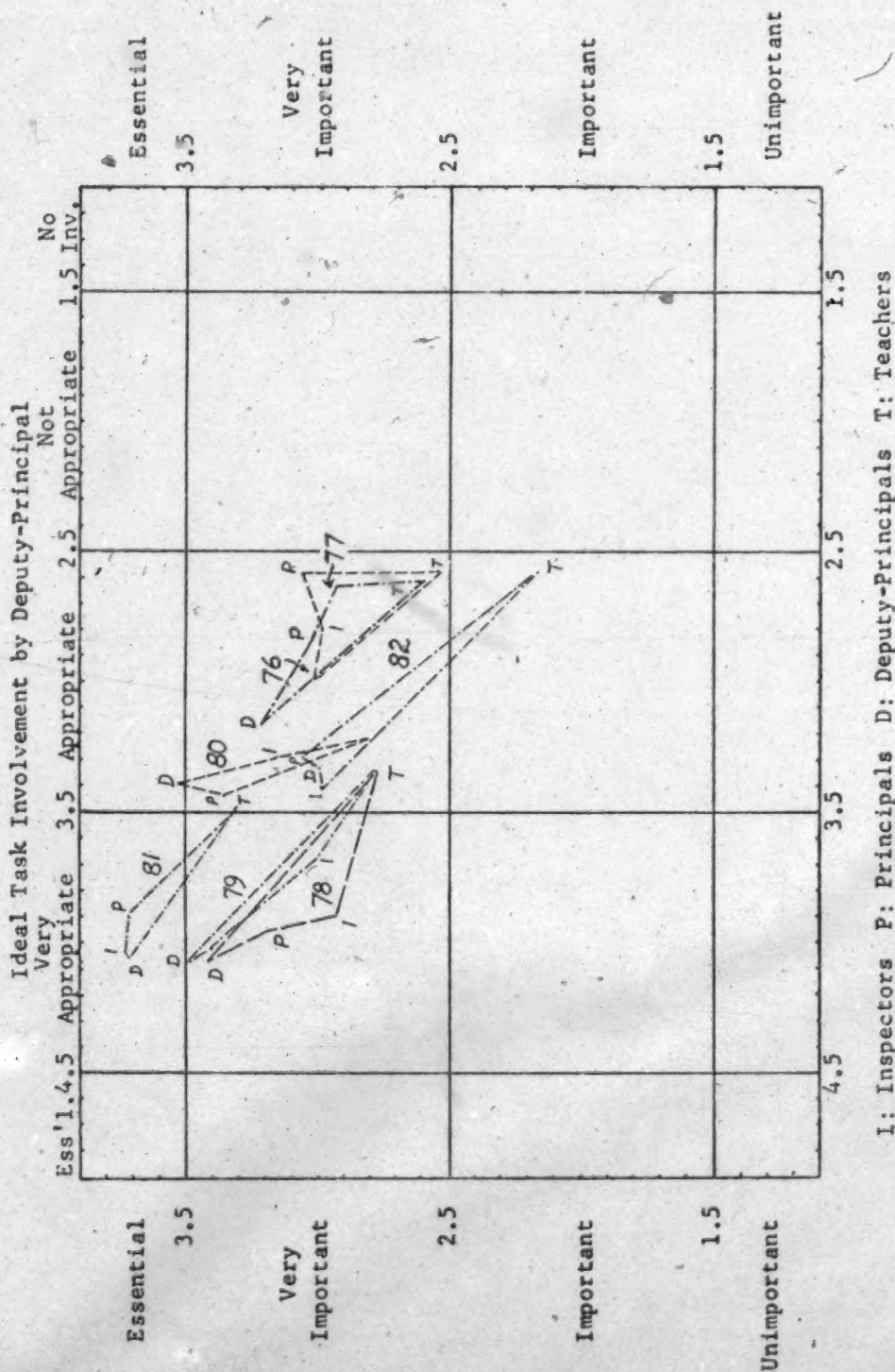
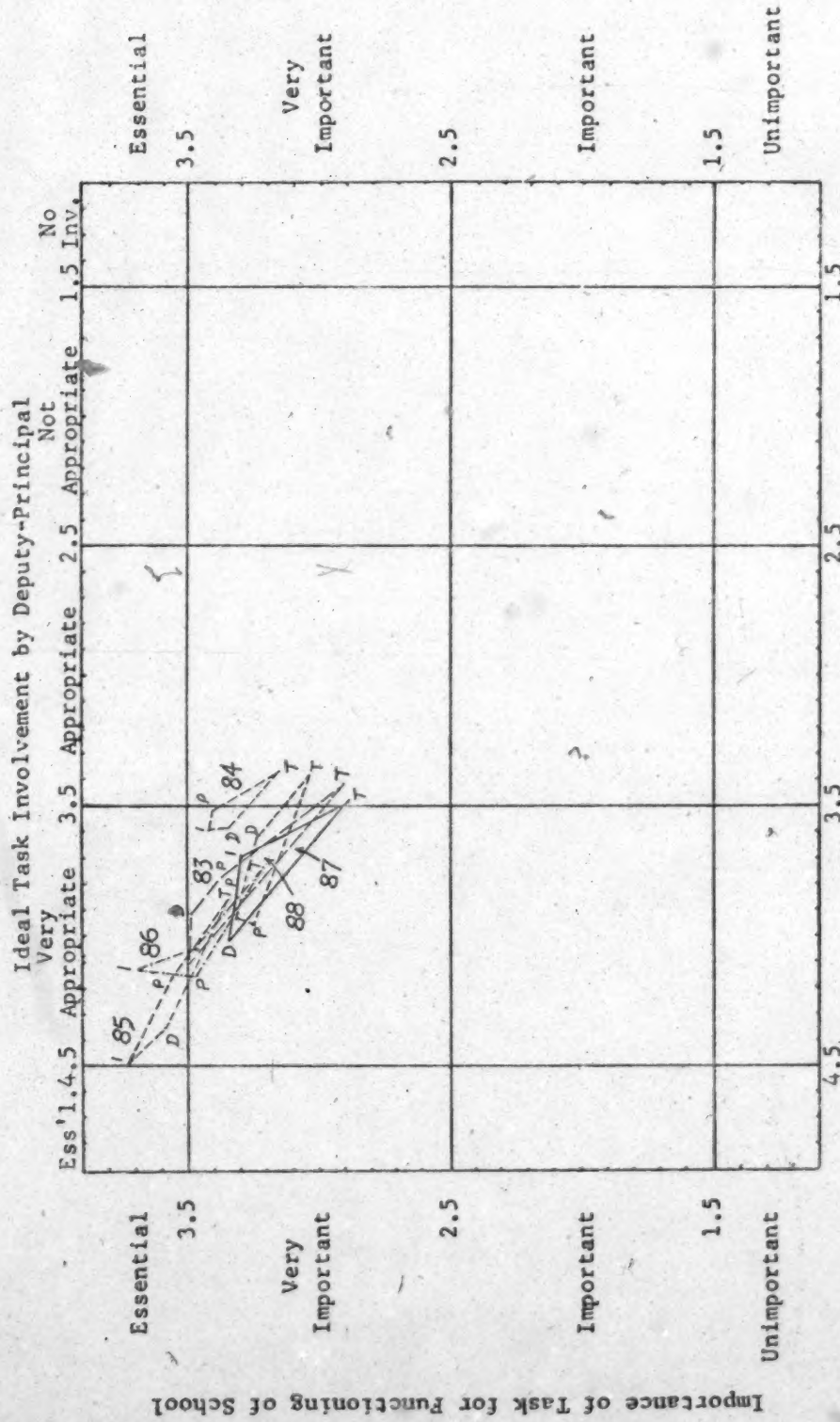


Figure 11

Teacher Personnel Tasks (Nos. 76-82): Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings

Importance of Task for Functioning of School



I: Inspectors P: Principals D: Deputy-Principals T: Teachers

Figure 12

Teacher Personnel Tasks (Nos. 83-88): Perceived Task Importance and Ideal Deputy-Principal Involvement by Respondent Group Mean Ratings

relevant whenever new staff arrive at the school. It is exclusively a teacher personnel task and mainly involves organizational maintenance. Teachers ranked this task significantly lower than all other groups for deputy-principal involvement.

Task #66: Interviews re Discipline

This is an organizational maintenance task and was the only task involving individual students. Because of its disciplinary nature, the task can frequently have unpleasant aspects and can also be very time-consuming. Deputy-principals as a group differentiated between serious and 'trivial' disciplinary matters in other data reported (page 236) and strongly objected to being expected to deal with most classroom and trivial disciplinary offences. Inspectors, the only out-of-school respondent group, ranked this task lower than all other groups in both dimensions, and their response distribution was significantly different from that of principals, as was that of teachers. Although deputy-principals ranked student discipline interviews as slightly more important than principals, the latter ranked the task as slightly more ideal for deputy-principal involvement.

Task #12: Conference Organization

This is mainly an organizational maintenance task affecting staff personnel and may have a regular or irregular frequency. It is distinguished from the conduct of staff conferences. The response to



this task by teachers for deputy-principal involvement was significantly different from that of both principals and deputy-principals, although all groups ranked it in the first ten tasks.

Task #16: Development of School Educational Philosophy

Principals regarded this as the task most ideal for deputy-principal involvement, and all other groups also ranked it within the top ten tasks. Although this task is perhaps nebulous by its very nature, it is nevertheless vital if the school is to develop as a viable educational institution. Neglect of this task will almost certainly result in a diversion of resources from goal achievement to organizational maintenance. Attention is again drawn to the data on page 90, where there is evidence of disagreement between principals and teachers in perceiving whether this task was performed in specific schools. The development of a school educational philosophy is clearly a goal achievement task requiring positive educational leadership, and is continuous in nature.

Task #81: Allocation of Teaching Duties

Like the orientation of new teachers this task is essentially concentrated in specific periods, usually at the end and beginning of the year. Teachers' responses were significantly different from those of both principals and deputy-principals. The task is essentially one of organizational maintenance.

Task #48: School Assembly  
Organization

Although this task was ranked only 48th in importance for the functioning of the school, it is usually a regularly occurring task, and ranked high amongst all groups for ideal deputy-principal involvement. Deputy-principals themselves ranked the task relatively lower than all other groups, although their mean score was higher than that of teachers. This is a high visibility organizational maintenance task which directly involves both students and teachers. There was a statistically significant difference between the responses of principals and teachers.

Task #87: Staffing Schedules and  
Statistics Preparation

This task is a low visibility organizational maintenance task, with a limited occurrence on several occasions each year. The distribution of responses of teachers was significantly different to that of both principals and deputy-principals. The task is an administrative one which does not directly involve personnel, other than the principal and any other staff he specifically involves in it.

Task #10: Liaison with School  
Organizations

Liaison with school organizations is not an onerous or time-consuming task in most schools, despite the fact that it can have substantial benefits for the school. It can contribute significantly

to goal achievement. There was no significant difference in the responses of any of the six pairs of groups.

Time as an Element in Deputy-Principal Task Involvement

If the ten tasks rated most ideal for deputy-principal involvement are considered in terms of the time and frequency involved in their occurrence, it is obvious that distinct groups of tasks emerge.

Three tasks - liaison between principal and teachers, liaison with parents and interviews re discipline are both frequent and may also involve considerable time for effective performance, but there will also be substantial economy in time if the organizational goals of the school are clear and maintained. If communication is both open and effective most liaison between principal and teachers can be quite informal as regards the deputy-principal. If student discipline is carefully considered it is likely to be decentralized and only serious breaches will involve the deputy-principal. However this ideal may often be difficult to achieve in situations where class teachers require immediate effective assistance.

The development of a school philosophy will be the subject of specific discussion on occasions when school policy is decided, but beyond this it must literally permeate the total school environment, rather than become a specific task, if it is to be really effective.

Organization of school assemblies and conferences are

6



usually relatively frequent tasks, perhaps weekly, but they usually are of short duration and require little time other than when the event actually occurs. Liaison with school associations will normally be relatively infrequent and require little time.

Orientation of new teachers, although a high visibility staff personnel task, occurs only on isolated, if concentrated, occasions. It is important to note, however, that this occasion is usually at the beginning of the school year when a peak demand on administrative resources occurs, so that definite priorities must be clearly established. Allocation of teaching duties and preparation of staffing schedules and statistics have the dual characteristics of occurring only once or twice each year, and of involving 'paperwork' rather than directly involving the staff personnel. This is not to deny that some consultation may be necessary on occasions.

#### OTHER TASKS CONSIDERED VERY APPROPRIATE FOR DEPUTY-PRINCIPAL INVOLVEMENT

The ten tasks rated as those most appropriate for deputy-principal involvement have already been discussed above in some detail. Reference has also been made to a further seven tasks included in the top ten rankings by one or more of the four groups of respondents.

However, Figure 2 indicates that a number of other tasks also rate as very appropriate for involvement by the deputy-principal.

These are briefly discussed in descending order as follows:

Task #56: Time Table Organization  
(mean all-group score 3.61)

This task was rated as the most important for the functioning of the school. In most instances it requires a specific manipulative skill, and is concentrated at the beginning of the school year when peak time priorities exist. It was included by teachers in the top ten tasks for deputy-principals.

Task #14: Curriculum Committee Organization (mean score 3.58)

This is an intermittent task requiring leadership skills to promote effective goal achievement. It was included by inspectors in the top ten tasks.

Task #78: Administrative Bulletin Preparation (mean score 3.57)

This was rated fifth in ideal involvement by deputy-principals and was also included by inspectors. It was ranked 11th and 17th by principals and teachers. It is a daily or regular organizational maintenance task with a high visibility.

Task #79: Allocation of Non-Teaching Duties (mean score 3.57)

This task was included in the top ten tasks by deputy-principals and principals, and ranked 15th and 16th by inspectors and teachers. It is usually a single occurrence task directly involved in

organizational maintenance.

Task #83: Conduct of Staff  
Conferences (mean score  
3.56)

Inspectors and deputy-principals included this task in the top ten tasks, with teachers and principals ranking it 13th and 15th respectively. It is a regular task which can contribute significantly to both goal achievement and organizational maintenance.

Task #88: Liaison Between Teachers  
and Students (mean score 3.53)

This task may achieve a similar function to liaison between principal and teachers but requires a different emphasis. It is a regular task with a dual organizational maintenance and goal achievement function.

Task #74: Supervision of Students on  
School Premises (mean score 3.44)

The mean score of 3.44 for this task is just outside the arithmetical scale of 'very appropriate,' but it was ranked 17th by all groups, and as tenth by principals. This is probably one of the most constant tasks in a school, and may be performed at varying degrees of visibility and philosophy. It is a very important task for organizational maintenance.



TASKS CONSIDERED AS INAPPROPRIATE FOR  
INVOLVEMENT BY DEPUTY-PRINCIPALS

Each of the following tasks have all-group mean scores of less than 2.50 and are considered as not appropriate for involvement by the deputy-principal. They are listed in descending order with mean scores.

|           |                                              |      |
|-----------|----------------------------------------------|------|
| Task #55: | Supervision of Caretakers/Cleaners           | 2.47 |
| Task #51: | School Bus Organization (Official)           | 2.46 |
| Task #40: | Liaison - Night School                       | 2.42 |
| Task #2:  | Maintenance of School Correspondence Records | 2.41 |
| Task #34: | Budgeting and Collection of Fees             | 2.36 |
| Task #4:  | Supervision of Clerical Staff                | 2.35 |
| Task #45: | Requisition of School Supplies               | 2.35 |
| Task #27: | School Socials Organization                  | 2.31 |
| Task #39: | Keys, Control                                | 2.31 |
| Task #52: | School Transport Organization                | 2.28 |
| Task #13: | Control of Instructional Equipment           | 2.28 |
| Task #70: | Road Safety Program                          | 2.26 |
| Task #25: | School Clubs and Societies Organization      | 2.23 |
| Task #60: | Detention Classes Supervision                | 2.22 |
| Task #21: | Library Services Supervision                 | 2.21 |
| Task #47: | School Accounting (Supplies and Equipment)   | 2.20 |
| Task #30: | Social Service Program Organization          | 2.06 |
| Task #28: | School Sports Meetings Organization          | 2.04 |
| Task #46: | School Accounting (Cash)                     | 1.98 |

|                                           |      |
|-------------------------------------------|------|
| Task #26: School Magazine Organization    | 1.96 |
| Task #24: Drama Festival Organization     | 1.96 |
| Task #50: School Photographs Organization | 1.93 |
| Task #54: Students' Insurance Collection  | 1.90 |
| Task #5: Telephone Use Control            | 1.89 |
| Task #35: Canteen Management              | 1.85 |
| Task #49: School Bookstore Organization   | 1.79 |
| Task #43: Parking Supervision             | 1.79 |
| Task #41: Locker Management               | 1.75 |
| Task #63: First Aid Treatment             | 1.75 |
| Task #72: School Bank Organization        | 1.68 |

RELATIVE RANKING OF IDEAL TASK INVOLVEMENT  
BY DEPUTY-PRINCIPALS

The relative ranking of mean scores of each group over the 88 tasks is indicated in Table 48. The data reveal a similar pattern to that of Table 38 indicating the relative ranking of perceived task importance. Teachers as a group tended to rank tasks with a lower mean score than each of the three other groups. The four tasks in which teachers had the highest group ranking were maintenance of school correspondence records, time table organization, scholarship administration, and school bank organization. There were no statistically significant differences in the ranking of all of these tasks between any pairs of groups, other than between inspectors and

teachers in the ranking of time table organization.

Table 48

Perceived Ideal Deputy-Principal Task Involvement:  
Relative Mean Ranking by Respondent Groups

| Respondent Group  | Relative Mean Ranking |     |     |     |
|-------------------|-----------------------|-----|-----|-----|
|                   | 1st                   | 2nd | 3rd | 4th |
| Inspectors        | 33                    | 22  | 22  | 11  |
| Principals        | 35                    | 25  | 22  | 6   |
| Deputy-Principals | 16                    | 32  | 27  | 13  |
| Teachers          | 4                     | 9   | 17  | 58  |

Likewise Table 49 indicates that teachers recorded the highest relative standard deviation score for a task, indicating a wider disagreement than existed within the other groups. Inspectors had the highest agreement of the four groups in regard to 63 of the 88 tasks.

In comparing the responses to the 88 tasks between pairs of groups there are 528 items. Table 50 lists the number of statistically significant differences observed by the application of the Kolmogorov-Smirnov two-sample test to the frequency distribution data (Table 65).

Less than 16 per cent of the comparisons recorded statistically significant differences and these were concentrated in the comparisons of teachers' responses with other groups. Seventy of the 84



Table 49

Perceived Ideal Deputy-Principal Task  
Involvement: Relative Standard  
Deviation Ranking by  
Respondent Groups

| Respondent Group  | Relative Mean Ranking |     |     |     |
|-------------------|-----------------------|-----|-----|-----|
|                   | 1st                   | 2nd | 3rd | 4th |
| Inspectors        | 4                     | 3   | 13  | 63  |
| Principals        | 26                    | 35  | 21  | 6   |
| Deputy-Principals | 11                    | 19  | 41  | 17  |
| Teachers          | 47                    | 31  | 8   | 2   |

Table 50

Perceived Ideal Deputy-Principal Task  
Involvement: Significant Differences  
Between Pairs of Respondent Groups  
Measured by Kolmogorov-Smirnov  
Two-Sample Test (Table 65)

| Level of $\alpha$ | I-P | I-D | I-T | P-D | P-T | D-T | Total |
|-------------------|-----|-----|-----|-----|-----|-----|-------|
| Sig. .01          | 4   | 1   | 13  | 1   | 24  | 16  | 49    |
| Sig. .05          | 4   | 3   | 8   | 1   | 12  | 7   | 35    |
| N.S.              | 80  | 84  | 67  | 86  | 52  | 65  | 444   |
|                   | 88  | 88  | 88  | 88  | 88  | 88  | 528   |

differences involved teachers, and 36 of these involved principals and teachers. Fifty-one tasks recorded significant differences between one or more pairs of groups. Ten tasks had three significant differences between pairs. Teachers disagreed with all three other groups in relation to five tasks concerning teacher personnel.

#### ACTUAL INVOLVEMENT OF THE DEPUTY- PRINCIPAL IN SCHOOL TASKS

Table 51 contains data provided by deputy-principals relating to the frequency of actual involvement in the 17 tasks rated as most appropriate for their involvement. The order of listing of tasks co-incides with the order of the ideal task involvement for deputy-principals, as determined by the all-group mean score.

Every deputy-principal indicated personal involvement in student discipline, with more than 50 per cent on a daily basis. More than 83 per cent of deputy-principals reported daily involvement in the supervision of students on school premises, and all but one respondent indicated at least a regular involvement. Nearly 55 per cent were engaged in the preparation of an administrative bulletin each day, and a further 16.9 per cent were involved at least once a week. More than 71 per cent of deputy-principals were involved in school assembly organization at least once a week.

All but 9.9 per cent indicated an involvement in principal-teacher liaison, nearly 70 per cent at least once a week. As the

Table 51

Most Appropriate Deputy-Principal Involvement Tasks: Actual Task Involvement  
by Deputy-Principals frequency by Percentage

|    |                                     | Actual Involvement Frequency Percentage* |      |      |      |      |      |      |      | No Inv. |
|----|-------------------------------------|------------------------------------------|------|------|------|------|------|------|------|---------|
|    |                                     | 1                                        | 2    | 3    | 4    | 5    | 6    | 7    | 8    |         |
| 85 | Liaison - Princ./Teacher            | 28.2                                     | 16.9 | 23.9 | 14.1 | 1.4  | 5.6  |      |      | 9.9     |
| 9  | Liaison - Parents                   | 18.3                                     | 12.7 | 14.1 | 12.7 | 14.1 | 8.5  | 5.6  | 1.4  | 12.7    |
| 86 | Orientation New Teachers            |                                          |      |      | 4.2  | 1.4  | 31.0 | 33.8 | 16.9 | 12.7    |
| 66 | Discipline Interviews               | 50.7                                     | 14.1 | 23.9 | 9.9  | 1.4  |      |      |      | -       |
| 12 | Conference Organization             |                                          | 4.2  | 32.4 | 14.1 | 16.9 | 12.7 | 4.2  |      | 15.5    |
| 16 | Devel. of School Educ. Phil.        | 5.6                                      | 2.8  | 9.9  | 11.3 | 9.9  | 9.9  | 9.9  | 9.9  | 31.0    |
| 81 | Allocation of Teaching Duties       |                                          | 1.4  | 1.4  | 1.4  | 2.8  | 16.9 | 29.6 | 32.4 | 14.1    |
| 48 | School Assembly Organization        | 11.3                                     | 16.9 | 43.7 | 4.2  | 5.6  | 2.8  |      | 1.4  | 14.1    |
| 87 | Staffing Schedules and Statistics   |                                          |      |      | 13.4 | 11.3 | 22.5 | 28.2 | 7.0  | 15.5    |
| 10 | Liaison School Association          |                                          |      | 8.5  | 16.9 | 14.1 | 14.1 | 4.2  |      | 42.3    |
| 56 | Time Table Organization             | 26.8                                     | 1.4  | 4.2  | 2.8  | 7.0  | 11.3 | 5.6  | 1.4  | 39.4    |
| 14 | Curriculum Committee Organization   |                                          |      | 9.9  | 15.5 | 1.4  | 16.9 | 15.5 | 4.2  | 36.6    |
| 78 | Administrative Bulletin Preparation | 54.9                                     | 2.8  | 14.1 | 7.0  | 1.4  | 5.6  |      |      | 14.1    |
| 79 | Allocation Non-Teaching Duties      | 7.0                                      | 1.4  | 11.3 | 5.6  | 4.2  | 8.5  | 22.5 | 23.9 | 15.5    |
| 33 | Conduct of Staff Conferences        |                                          |      | 35.2 | 18.3 | 14.1 | 11.3 | 4.2  | 1.4  | 15.5    |
| 88 | Liaison - Teachers/Students         | 15.5                                     | 5.6  | 25.4 | 14.1 | 9.9  | 8.5  | 2.8  | 1.4  | 16.9    |
| 74 | Supervision of Students             | 83.1                                     | 8.5  | 5.6  | 1.4  |      |      |      |      | 1.4     |

\*

1: Daily 3: Weekly 5: Monthly 7: Twice a year  
 2: Every 2-3 days 4: Every 2-3 weeks 6: Every 2-3 months 8: Yearly  
 No Inv.: No Involvement



position of deputy-principal superseded the earlier senior master designation, it is interesting to note that nearly 40 per cent of respondents indicated that they were not involved in the time table organization. As the time table was generally regarded as a responsibility of the senior master, in this matter, at least, the position of deputy-principal has developed independently.

The reported involvement of deputy-principals in the development of the school educational philosophy is of particular note. Thirty-one per cent of all deputy-principals indicated that they had no involvement in this very important task.

#### Deputy-Principal Involvement in Inappropriate Tasks

Table 52 lists in descending order the 30 tasks rated as most inappropriate for deputy-principal involvement. In general the actual involvement of the deputy-principal in these tasks was limited. Where deputy-principals were involved, the task was frequently one occurring only occasionally, and then not requiring much time. Examples are school photographs and insurance collection. No deputy-principal reported any involvement in the school cash accounting system, and only seven per cent were involved in budgeting and collection of fees.

#### The Deputy-Principal and Daily School Routine

Most deputy-principals appeared to occupy a role best described as chief administrative officer, and as such became responsible for the

Table 52

Most Inappropriate Deputy-Principal Involvement Tasks: Actual Task Involvement  
by Deputy-Principals Frequency by Percentage

| Task                                   | 1   | 2   | 3    | 4   | 5   | 6    | 7    | 8    | No Inv. |
|----------------------------------------|-----|-----|------|-----|-----|------|------|------|---------|
| 55 Supervision Caretakers              | 4.2 |     | 4.2  | 5.6 | 2.8 | 4.2  | 1.4  |      | 77.5    |
| 51 School Bus Organization             |     |     | 7.0  | 1.4 | 2.8 |      | 4.2  |      | 84.5    |
| 40 <sup>a</sup> Liaison - Night School |     |     |      |     | 1.4 |      | 1.4  |      | 97.2    |
| 2 Maintenance Correspondence Records   | 1.4 |     | 9.9  | 1.4 |     | 1.4  |      |      | 85.9    |
| 34 Budgeting and Collection of Fees    |     |     |      | 2.8 | 1.4 | 1.4  | 1.4  | 1.4  | 93.0    |
| 4 Supervision of Clerical Staff        | 9.9 |     |      | 1.4 | 1.4 |      | 1.4  |      | 85.9    |
| 45 Requisition of School Supplies      |     |     | 1.4  |     |     | 1.4  | 5.6  | 5.6  | 85.9    |
| 27 School Socials Organization         |     |     |      | 1.4 | 1.4 | 1.4  | 16.9 | 2.8  | 64.8    |
| 39 Keys Control                        |     |     |      | 1.4 |     |      | 1.4  | 1.4  | 80.3    |
| 52 School Transport                    | 7.0 | 1.4 | 5.6  | 1.4 | 1.4 | 1.4  | 1.4  | 1.4  | 83.1    |
| 13 Control Instructional Equipment     | 4.2 | 1.4 | 2.8  | 5.6 | 2.8 | 1.4  | 2.8  |      | 71.8    |
| 70 Road Safety Program                 | 1.4 |     | 1.4  | 4.2 | 8.5 | 4.2  | 1.4  | 2.8  | 94.4    |
| 25 School Clubs Organization           |     |     | 1.4  | 2.8 | 1.4 | 7.0  | 1.4  |      | 85.9    |
| 60 Detention Class Supervision         | 8.5 | 7.0 | 5.6  | 2.8 | 5.6 | 4.2  |      |      | 66.2    |
| 21 Library Services Supervision        | 1.4 |     |      | 2.8 | 1.4 | 1.4  |      |      | 95.8    |
| 47 School Accounting (Supplies)        |     |     |      |     |     | 4.2  | 2.8  |      | 93.0    |
| 30 Social Service Program              | 1.4 |     | 8.5  | 1.4 | 5.6 | 4.2  | 1.4  | 1.4  | 76.1    |
| 28 School Sports Meetings              |     | 1.4 | 2.8  |     | 2.8 | 12.7 | 5.6  |      | 74.6    |
| 46 School Accounting (Cash)            |     |     |      |     |     |      |      |      | 100.0   |
| 26 School Magazine Organization        |     |     |      |     | 1.4 | 1.4  | 2.8  | 4.2  | 90.1    |
| 24 Drama Festival Organization         |     |     |      |     |     |      | 9.9  | 8.5  | 81.7    |
| 50 School Photos Organization          |     |     |      |     |     | 1.4  | 8.5  | 28.2 | 62.0    |
| 54 Student Insurance Collection        |     |     |      |     |     |      | 38.0 | 62.0 | 95.8    |
| 5 Telephone Use Control                | 1.4 |     |      |     |     | 2.8  |      |      | 94.4    |
| 35 Canteen Management                  | 1.4 |     | 1.4  |     | 2.8 |      |      |      | 93.0    |
| 49 School Bookstore Organization       |     |     |      |     | 1.4 |      |      | 5.6  | 94.4    |
| 43 Parking Supervision                 |     | 1.4 | 1.4  |     |     |      | 1.4  | 1.4  | 94.4    |
| 41 Locker Management                   |     | 1.4 |      | 1.4 |     | 1.4  |      |      | 94.4    |
| 63 First Aid Treatment                 | 5.6 | 8.5 | 11.3 | 8.5 | 1.4 |      |      |      | 64.8    |
| 72 School Bank Organization            |     |     | 5.6  | 1.4 |     |      | 1.4  |      | 91.5    |

\* 1: Daily 3: Weekly 5: Monthly 7: Twice a year  
2: Every 2-3 days 4: Every 2-3 weeks 6: Every 2-3 months 8: Yearly  
No Inv.: No Involvement

day-to-day operation of the school. This involved a number of tasks, which might be quite trivial in themselves, but which together constituted a definite routine, and occupied a considerable segment of the deputy-principal's time. Several, such as allocation of extra classes, require immediate attention and permit of little forward planning.

Most of these tasks were within the middle category as 'appropriate' for deputy-principal involvement and hence not specifically listed earlier. They included public address announcements which involved the deputy-principal daily in more than 67 per cent of cases, and all but 9.9 per cent on a regular basis. The operation of the bell system involved 53.5 per cent of deputy-principals on a daily basis, with 21.1 per cent having no involvement. Allocation of extra classes concerned 52.1 per cent of deputy-principals on a daily basis, but 31 per cent were not involved at all. Teacher absence records are closely associated with the allocation of extra classes, and nearly 47 per cent of deputy-principals were involved daily and a further 15.5 per cent at least once each week. One-third of deputy-principals were not involved at all. The cleanliness of school grounds is another continuous task and 25.4 per cent of deputy-principals were involved on a daily basis, and a further 29.6 per cent at least once a week, while one-third had no involvement in the task at all. Sixty per cent of deputy-principals were also involved in maintenance of student records, 21 per cent



daily, and 18.4 per cent at least once a week. Forty per cent of deputy-principals were involved in maintenance of buildings and equipment at least once a week, and 57.8 per cent were involved in student absence interviews at least once a week.

Other tasks which involved at least 70 per cent of deputy-principals were departmental statistical returns, excursion control, orientation of new students, and vocational guidance advice. Those involving at least 50 per cent included co-ordination of faculties, speech night organization, course program preparation and advice, review of individual reports, liaison with community organizations, and curriculum information dissemination.

#### SUMMARY

The data revealed a very high agreement between inspectors, principals, deputy-principals and teachers in rating tasks as appropriate for deputy-principal involvement. Those tasks regarded as the most important for the functioning of the school were also generally regarded as the most appropriate for involvement by deputy-principals.

Principals, as the immediate superior of the deputy-principal in the school, rated the development of the school educational philosophy as the most appropriate single task for deputy-principal involvement, yet nearly one-third of all deputy-principals reported no involvement in this task. Principals were also particularly concerned

with liaison between themselves and the staff, and between the school and parents. Student disciplinary interviews also ranked very high. The principals also rated the allocation of non-teaching duties higher than the allocation of teaching duties in terms of deputy-principal involvement.

Inspectors generally agreed with principals in their prescription of an ideal task role for the deputy-principal, but placed a slightly greater stress on curriculum and conduct of staff conferences, together with preparation of administrative bulletins. They included liaison between teachers and students, but excluded student discipline interviews from the top ten tasks. Inspectors and principals agreed generally in their responses to all 88 tasks, with the exception of eight where statistically significant differences were found. The evaluation and supervision of clerical staff, Student Representative Council liaison, liaison with night school, and organization of school transport were tasks rated relatively higher by inspectors than by principals, while student interviews for counselling and discipline and preparation of a student handbook were ranked relatively higher by principals.

Deputy-principals, in the perception of their own role, included the seven of the first ten tasks as rated by the all-group mean as their own first seven tasks. But they ranked student discipline relatively lower than any other group, and saw the preparation of an administrative bulletin and conduct of staff conferences together with

allocation of non-teaching duties as particularly appropriate tasks for their position.

Teachers, as subordinates in the organizational hierarchy, ranked liaison functions highest for the deputy-principal, but they also ranked involvement in student discipline relatively higher than any of the other groups. They were also the only group to include time table organization within the top ten tasks for deputy-principals, while other groups individually ranked it as low as 29th.

In general teachers tended to rate tasks lower than other groups and to have a wider range of views. Although less than 16 per cent of pairs of group response comparisons revealed statistically significant differences, by far the largest number (83 per cent) of these involved teachers. There were only six instances out of 176 comparisons where deputy-principals significantly differed from either inspectors or principals in their perception of their own role. They differed from teachers in 23 such comparisons.

There was thus evidence of strong agreement between formal and informal role prescribers and the perception of deputy-principals in identifying those tasks most appropriate to the position. When this ideal role is compared with the operational role as reported by deputy-principals this high level of correspondence is maintained, with deputy-principals being generally involved in those tasks considered as most appropriate to their position, and having little involvement in those rated as not appropriate.



## Chapter 13

### TOWARDS A TASK ROLE DEFINITION FOR THE DEPUTY-PRINCIPAL

All groups generally agreed on the relative importance of the 88 tasks listed for the functioning of the school. They also were in accord as to those tasks most appropriate and least appropriate for involvement by the deputy-principal. Actual task involvement as reported by deputy-principals largely co-incided with the ideal involvement as prescribed by alter groups or perceived by the incumbents. Thus, except for several specific tasks, such as classroom evaluation of teachers, there was little conflict between groups regarding the role tasks of the deputy-principal.

However, the multitude of tasks which occur and are considered to be important for the functioning of a school do not each occur with the same frequency or visibility, and may involve goal achievement and organizational maintenance functions to various degrees. The ideal involvement of the deputy-principal in each task has been suggested by each group, and a clear pattern has emerged. But the sum total of these tasks alone does not constitute an effective organization. Rather it is the integration of each task into a coherent and total organizational structure which will determine the strength of the organization. Therefore a system of priorities must be established

within each particular school which takes account of the specific needs of the organization, and the personalities and strengths and weaknesses of the personnel associated with it. This system of priorities must be sufficiently flexible to adjust to the situation which occurs at different times during a school year, particularly at the beginning and end of the year.

A clear definition of the task role of the deputy-principal position is a prerequisite for maximum effectiveness. This should be developed within each school to take account of specific factors, but should nevertheless be consistent with the status of the position of deputy-principal within the total educational system. Many respondents saw the definition of role as both urgent and vital.

It would appear that most respondents regarded the position of deputy-principal as that of senior administrative officer in the school, responsible for the day-to-day operation and concerned particularly with staff personnel. Some referred to the position in terms of 'chief of staff.' Most regarded it as a position of professional leadership, as well as an excellent preparatory experience for future principals. However, there was significant evidence that this general description was not true of some individual schools, where there was apparently little involvement of the deputy-principal in the educational development of the school.

The involvement of the deputy-principal in administrative tasks

will be significantly affected by involvement in classroom teaching. Data were thus sought on whether the position was regarded as including a teaching function or as solely administrative. Deputy-principals were also asked what their actual teaching allotment, if any, involved in terms of time. They were also asked whether they were regularly involved in taking extra classes, performing yard supervision or conducting detention classes.

The question as to whether every high school should have a designated position of deputy-principal regardless of enrolment, and of whether the administrative function is sufficiently extensive and complex to be divided between two or more equivalent positions was also investigated and the data reported.

Most of the data reported in this chapter was obtained from an analysis of written comments made by respondents in answering open-ended questions. The responses of each of the four groups of inspectors, principals, deputy-principals and teachers are reported separately.

#### DEFINITION OF ROLE TASKS FOR THE DEPUTY-PRINCIPAL

In discussing the definition of role tasks for the deputy-principal it is important to distinguish between a formal system-wide definition and one developed specifically for a particular school. When the position was first created by the Teachers' Tribunal in 1968,



no job specification of any kind was published nor has one been published since, either by the tribunal or by the Education Department. The Primary Schools Division has published a 12-point job description for vice-principals in elementary schools (Education Gazette and Teachers' Aid, 9th October, 1972), but the Secondary Schools Division has not published any similar description to this time. The Director of Secondary Education, Mr. A.E. Schruhm, in a personal communication to the researcher (8th November, 1972) indicated his reasons for not publishing a formal job description in these terms:

It is in conflict with any view of the authority and responsibility of the Principal to have an outside authority provide staff for him and require him to use it in any specified way.

It would therefore appear incumbent on each principal to fully consider the specific needs and resources of his own school and to develop a job description appropriate to the situation. But it is evident from the data that some principals have not yet done this, or at least not to the satisfaction of their deputy-principal or teaching staff.

That the position of deputy-principal is regarded as an educational leadership role is evident by the notes issued by the Committee of Classifiers, Secondary Schools Division, to persons providing a reference for applicants seeking a position as principal or deputy-principal. They state:

These are positions of educational leadership. Your comments must include reference to the applicant's capacity to -

- (a) stimulate educational development;
- (b) foster sound student to student and student to staff relationships;
- (c) gain the co-operation of parental and community bodies;
- (d) develop sound administrative procedures.

Comment also could be made upon the readiness of the applicant to accept responsibility.

The comments of each of the four groups of respondents in relation to the role of the deputy-principal are reported as follows:

#### Inspectors

Inspectors are the one group who have direct comparative knowledge of a large number of high schools, and are thus able to compare the situation as it exists over a number of schools operating under different conditions.

Sixteen inspectors (53.3 per cent) added detailed written comments in answer to the questionnaire. There was an underlying concern for role definition in most comments, although only three respondents specifically commented in some detail on the need to give attention to this matter.

There was a concern that the position should involve the role of stimulating educational leadership in the school in the specific areas of: (1) stimulation of teachers in areas of curricula and in personal development, (2) concern for the personal welfare of all teachers and students, with particular assistance to those with problems, (3) active participation in all executive matters involving the principal, so that the deputy-principal may be an effective

deputy for the principal whenever necessary.

The danger that the deputy-principal can become immersed in 'administrivia' through the allocation of menial tasks, or through the adoption of 'orphan' tasks was stressed. The suggestion was made that the deputy-principal should be an ex-officio member of all meetings and conferences involving school policy and curricula, and should attend all meetings of the school advisory council.

The need for specific training in administrative theory and practice was stressed, but not necessarily by the employing authority if suitable university or institute courses were available. The possible dilemma inherent in the present selection procedures for deputy-principals was mentioned by a number of respondents. If the position is regarded as a professional preparation for prospective principals, there may be instability in a specific school where a number of qualified applicants move through the position in rapid succession. Where the position is seen as the final promotion for individuals not considered suitable for appointment as principal there is the possibility that the position may become 'merely a reward for long service,' and that a deputy-principal may not be capable of, or willing to render the personal and professional leadership needed in the position. All groups of respondents were aware of this dilemma, and recognized the danger that it may be treated as a position in which all menial and trivial tasks are concentrated, with adverse effects on both the school administrative efficiency and on personal



morale.

The appointment of school bursars was seen as essential to relieve both principal and deputy-principal of non-educational administrative tasks, and allow them to concentrate on educational matters.

Several inspectors also suggested that the general provision of a separate office and telephone for every deputy-principal was a necessity.

### Principals

The principal, as the chief executive in the school, is in closest contact with the day-to-day operational situation and with a specific deputy-principal. Experience with a specific individual may significantly influence perception of the position.

Fifty-four principals (52.1 per cent) included written comments with their questionnaires and several wrote separate letters.

While it was obvious that a feeling of mutual professional and personal respect existed between most principals and their deputy-principals, it was also apparent that a small number of principals were very disillusioned with the position of deputy-principal or of specific incumbents. A number of deputy-principals expressed similar feelings and the data suggest that the cause may lie with either position in specific instances. One principal was quite definite in stating that while he was held accountable for all matters concerning his school,

there would be no delegation of any executive responsibility to a deputy-principal or any other staff member.

However most principals clearly regarded the position of deputy-principal as one of educational leadership involving an understudy of their own role, and as an opportunity to delegate executive responsibility in a situation of shared trust and confidence. Many saw their responsibility as involving a specific concern for the professional development of the deputy-principal. This was obviously reciprocated by deputy-principals in this situation.

Thirty principals made specific comments regarding the need to have a clear role definition for the deputy-principal's position. A number wanted a 'general' description to be formulated by the central administration and circulated, but most were conscious of the need to develop the role within the school. The following direct excerpts from comments are typical and aptly represent the view of most principals.

The Deputy-Principal is what the name asserts. He/she therefore should be involved with everything the Principal does to be able to 'take over' automatically. The Principal will presumably involve the D.P. in everything he does and make him responsible for certain duties from month to month/year to year.

Discipline, Parent Interviews, etc., will proceed through the D.P. to the Principal.

Make deputy's job easier by setting up a clear and concise job description which may be adjusted between principal and deputy. Too often the principal 'assumes' that the deputy knows what to do. The tasks expected of the deputy need to be spelled out to prevent misunderstanding.

In the local scene, the Principal must consult, act together with, and listen to the D.P. in all matters concerning

administration and directions of educational development, rather than as often happens, "slicing off" some portion of administration (often the least popular or rewarding) for him/her to do.

Spell out more plainly what it involves to remove uncertainty and needless friction.

It should be clear to him, and to all staff, what areas he is expected to cover.

Many principals would obviously be happier in delegation of executive responsibility to a deputy-principal if they had recourse to a specific policy statement on the subject issued by the central administration. The question of final accountability was of considerable concern to them. It should be noted, however, that such a view overlooks their own fundamental situation, in that the responsibility for the actions of a school principal ultimately rests with the Director-General of Education and the Minister of Education, provided the principal has acted within the scope of his office.

The majority of principals stressed the need to develop the task role according to the needs of the school and the strengths and weaknesses of both the principal and deputy-principal. Most accepted the concept of a definite allocation of specific areas of executive responsibility among the principal and deputy-principal, with the principal taking no part at all in matters allocated to his deputy, other than when consulted, or when specifically required within the concept of final accountability. Several suggested that the appointment of a deputy-principal to a specific school should be made only after a consideration of the personalities of both the principal



and the applicant to avoid obvious incompatibility and to complement particular strengths or weaknesses.

Where principals specified any task roles for the deputy-principal they were invariably within the areas already identified by the analysis of specific tasks.

A number of principals implied that the development of the task role is in some measure determined by the system of appointments, and six principals made quite detailed and specific comments on the subject. Their consensus was that no applicant should be appointed to the position unless he or she had a demonstrated capacity or potential to accept and perform leadership tasks. They felt that the present system permits the appointment of applicants who do not meet these requirements.

Principals, like inspectors, were fully aware of the multitude of non-educational administrative tasks required in a high school, and of the danger that both they and their deputy can be diverted by these tasks from matters of vital educational concern. The appointment of bursars and other clerical staff was seen as the key to this problem.

Frequent comments were also made that the role tasks desirable for a deputy-principal could not be satisfactorily performed unless a private office and telephone were provided.

The desirability of all applicants for appointment as a deputy-principal having formal training in educational administration prior to appointment was suggested by a number of principals. Several

principals commented on the division of their schools into 'junior,' 'middle' and 'senior' schools, with senior staff as co-ordinators with extensive administrative autonomy. They felt that such an arrangement removed much of the routine task responsibility from the deputy-principal and allowed him to concentrate on leadership roles and major matters of organizational maintenance.

Frequent adverse comment was made that the deputy-principal was regarded as a teacher for staffing schedules, and that this affected his potential as an administrator. A number of respondents also suggested that the deputy-principal should be a member of the Victorian High Schools' Principals' Association, particularly as he or she is a member of the Principal Class in the formal organization hierarchy.

#### Deputy-Principals

As the present incumbents of the position under review, deputy-principals might be expected to be particularly concerned with the development of the position. In fact, 57 deputy-principals (80.3 per cent) of the 71 in the sample contributed written comments. They were intimately concerned with the development of their own position, and it was interesting to note the pressures where the deputy-principal felt his was the focal position to which all routine tasks gravitated, particularly where it was felt teachers were not fulfilling their own responsibilities. One consistent objection was the channelling of

student discipline matters to the deputy-principal, when the deputy-principal felt that they were trivial. They wanted a clear distinction made between serious and routine disciplinary matters in relation to the deputy-principal position (see Tables 46 and 47).

There was an overwhelming demand by deputy-principals for a clear definition of their task role responsibility, and some obviously felt quite insecure in their position because of the lack of this definition. A number believed that their principal was reluctant to delegate responsibility and executive authority, and several felt that this made their position almost untenable as a position of educational leadership. A number of deputy-principals felt that a precise definition of responsibilities by the central administration was essential to overcome inertia or reluctance on the part of principals. Such a view is entirely understandable in the circumstances noted by some deputy-principals, but is in conflict with the broad philosophy of the role being developed within each school.

Most deputy-principals were concerned with their role definition in their written comments, and 41 of 57 made explicit and detailed comments in this area. A number were clearly frustrated by this lack of role definition and/or authority, and their involvement in trivial tasks. Perhaps the classic case of frustration was stated by the deputy-principal who objected to the principal not only telling him where to place each rubbish tin, but also specifying the size! A number of respondents were also concerned that the roles of senior



teachers and assistants should also be defined in relation to their own.

While role definition or clarification was the major concern of deputy-principals, several closely related aspects were also specifically mentioned and are noted below. Communication of information from the central administration and bodies such as the advisory council was regarded as essential by many respondents. Many complained that the lack of information through poor communication made the position of deputy-principal extremely difficult. A definite delegation of authority in specific areas of responsibility was also sought, with the fact clearly communicated to staff and others concerned.

Most respondents stated or implied that the deputy-principal must be able to take over the running of the school at short notice, either on a short or a long term basis. Therefore he or she must be fully conversant with detailed matters of policy and current situations.

The provision of more clerical assistance was seen as the key to rationalizing many of the low-status time-consuming tasks. While many deputy-principals noted the lack of a separate office and telephone as restricting their role task performance, a number also specifically noted that they were unable to obtain a filing cabinet - a very mundane matter which assumes new proportions when commented on by senior administrative personnel. A number of deputy-principals also felt that their position would be strengthened if they

had formal administrative training, although their views as to the scope of this training varied.

Perhaps the most significant single comment made by deputy-principals regarding the development of the task role associated with their position was an emphasis on counselling and guidance to individual teachers, particularly on matters not directly associated with curriculum. A large number of deputy-principals saw this task as vital, and the key to a high staff morale. With a large school system many teachers are unaware of the appropriate channels and procedures involved in particular matters, and their consequent uncertainty often results in friction and reduced work performance. As deputy-principals are usually most directly concerned with teachers in the day-to-day operation of the school, this problem becomes apparent to them and they believe it to be one of their most important tasks.

In answer to the question as to the five tasks in which they were actually involved, and which they considered to be the most important in their position, deputy-principals gave the responses in Table 53.

Ten deputy-principals did not answer this question, and not all those who did listed five tasks. The percentage values are expressed in terms of  $N = 61$ . Daily organization was listed by 34 of 61 respondents, with or without comment. In fact this is a term including a number of separate tasks. The most likely tasks included within this term would be allocation of extra classes, public address

announcements, student discipline, teacher absence records and organization for special events. In total 27 tasks were mentioned by one or more deputy-principals, as being among the five considered most important to their position.

Table 53

Tasks Considered Most Important to Position  
by Deputy-Principals Involved

| Task                           | Percentage of Deputy-Principals<br>(N = 61) Listing Task as One<br>of the Five Most Important |
|--------------------------------|-----------------------------------------------------------------------------------------------|
| Daily Organization             | 55.0                                                                                          |
| Student Discipline Interviews  | 45.0                                                                                          |
| Student Counselling Interviews | 37.7                                                                                          |
| Staff Liaison and Supervision  | 32.8                                                                                          |
| Liaison with Parents           | 27.9                                                                                          |
| Principal-Teacher Liaison      | 24.6                                                                                          |
| Allocation of Extra Classes    | 23.0                                                                                          |
| Allocation of Teaching Duties  | 21.0                                                                                          |

In response to the question as to which five tasks occupied most time, deputy-principals gave the data in Table 54.

Table 55 indicates the response of deputy-principals as to the tasks in which they were involved, and which they considered to be inappropriate or unimportant to their position.



The inclusion of student discipline is significant. Nearly all deputy-principals made a clear distinction between serious discipline matters and routine incidents. There was a particular concern that the deputy-principal was expected to personally deal with a host of trivial matters which could more appropriately be dealt with by class teachers or co-ordinators. Deputy-principals regarded these as both time-consuming, and as reducing the effect of serious breaches through over-exposure of the disciplinary function of the position.

Table 54

Tasks Involving Most Time by Deputy-  
Principals Involved

| Task                                | Percentage of Deputy-Principals<br>(N = 61) Listing Task as Among<br>Five Most Time Consuming |
|-------------------------------------|-----------------------------------------------------------------------------------------------|
| Student Discipline                  | 67.2                                                                                          |
| Daily Organization                  | 44.3                                                                                          |
| Counselling Interviews              | 31.1                                                                                          |
| Allocation of Extra Classes         | 29.5                                                                                          |
| Liaison with Parents                | 26.2                                                                                          |
| Staff Liaison and Supervision       | 19.7                                                                                          |
| Time Table Organization             | 16.4                                                                                          |
| Administrative Bulletin Preparation | 13.1                                                                                          |
| Principal-Teacher Liaison           | 13.1                                                                                          |

It should be noted that maintenance of buildings and equipment, grounds cleanliness organization, maintenance of student records, and first aid treatment all ranked low in perceived ideal deputy-principal task involvement, although only first aid treatment was ranked as not appropriate for deputy-principal involvement.

In reply to the questions as to whether they were regularly involved in taking extra classes, yard duty or detention supervision,

Table 55

Tasks Considered Inappropriate to Position  
by Deputy-Principals Involved

| Task                                      | Percentage of Deputy-Principals<br>(N = 61) Listing Task as One of<br>the Five Most Inappropriate |
|-------------------------------------------|---------------------------------------------------------------------------------------------------|
| Maintenance of Buildings and<br>Equipment | 26.2                                                                                              |
| Grounds Cleanliness Organization          | 24.6                                                                                              |
| Student Discipline                        | 23.0                                                                                              |
| Maintenance of Student Records            | 11.5                                                                                              |
| First Aid Treatment                       | 11.5                                                                                              |
| Allocation of Extra Classes               | 11.5                                                                                              |
| Lost Property                             | 9.8                                                                                               |
| Absentee Interviews                       | 8.2                                                                                               |
| Dept. Statistics Preparation              | 8.2                                                                                               |

deputy-principals gave the following replies:

|                   | Yes   | No    |
|-------------------|-------|-------|
| Extra Classes     | 50.7% | 49.3% |
| Yard Duty         | 39.4% | 60.6% |
| Detention Classes | 15.5% | 84.5% |

In considering these replies it should be remembered that school detention classes are held in only 62.5 per cent of respondent schools.

### Teachers

Teachers were the most heterogeneous group in this study, and one distinguishing feature of their responses, both in categorizing the 88 tasks and in written comments, was a tendency to polarization of views. Teachers are the subordinate group in the formal organization, and their working situation is very much dependent on the quality of the administration provided in each school. But they are also a powerful group within the organization and can significantly influence the role of both principal and deputy-principal by their group norms and behaviour. One hundred and twenty seven teachers, approximately one-third of respondents (32.2 per cent), added written comments to the questionnaire. It was also noted that a number of teachers were reacting very much in terms of the situation in their own schools.

While being very concerned with the need for a role definition for the position of deputy-principal, a number of teachers specifically commented on a tendency by some principals to 'usurp' the role of



deputy-principal and to relegate it to the status of administrative assistant with the emphasis on routine and menial tasks, rather than as a position of effective educational leadership. Fifty-five of the 127 teachers included specific comments regarding an urgent need for a clear definition of role responsibility within the school, while many others implied this.

The concept of separating pure organizational maintenance tasks from those of goal achievement and educational leadership was introduced by 16 teachers in suggesting the need for bursars or business administrators in schools. In their view these staff would handle most routine organization, and free both the principal and deputy-principal for personnel matters concerning both staff and students, curricula and developmental planning.

Teachers as a group also very strongly favoured specialized courses in educational administration to be a prerequisite for appointment to the position of deputy-principal, and frequently noted that the skills of a successful teacher are not necessarily co-incident with those of a successful administrator. Twenty-four respondents made specific comments on the need for specialized administrative training.

At least 14 teachers also specifically suggested that the task role of the deputy-principal's position cannot be separated from a consideration of the personal attributes of the individual incumbent. Without exception these teachers advocated the appointment of applicants known to possess the ability to work with people in a

positive and co-operative manner, rather than by formal authority. In most cases they also coupled this requirement with that of administrative training, and stated that seniority should be secondary to merit.

There were also 21 teachers who suggested that the position of deputy-principal would be enhanced through a maximum decentralization of administration and decision-making to senior teachers and assistants with responsibility, with the deputy-principal co-ordinating various activities rather than having a direct involvement in the tasks.

Teachers also indicated a concern for the physical facilities provided for the position of deputy-principal, and stressed the need for a private office and telephone.

The view of deputy-principals in seeing their own position as involving liaison with and counselling of teachers was strongly reinforced by teachers who felt that this was one of the most important task roles, permeating virtually all other tasks in school.

#### THE TEACHING ROLE OF THE DEPUTY-PRINCIPAL

Some consideration must be given to the teaching role of the deputy-principal, if any, as it will necessarily have a significant effect on his involvement in non-teaching tasks.

The question was asked whether the deputy-principal should have a regular teaching allotment, and if so, a suggested weekly time in minutes. Although more definitive questions as to number of separate

subjects or classes, etc., are necessary to fully investigate this question, the data in Table 56 give a clear indication of the views of each of the four groups, and the administrative task role of the deputy-principal must be seen in this context.

Table 56

Desirable Regular Teaching Allotment for  
Deputy-Principals by Respondent Groups

| Respondent Group  | N   | In Favour<br>Teaching<br>Allotment |      | Suggested Regular<br>Allotment |       |           |      |
|-------------------|-----|------------------------------------|------|--------------------------------|-------|-----------|------|
|                   |     | N                                  | %    | Max*                           | Min** | $\bar{X}$ | M*** |
| Inspectors        | 30  | 23                                 | 76.7 | 400                            | 180   | 276       | 300  |
| Principals        | 104 | 47                                 | 45.2 | 600                            | 120   | 320       | 300  |
| Deputy-Principals | 71  | 37                                 | 52.1 | 600                            | 120   | 266       | 240  |
| Teachers          | 394 | 230                                | 58.3 | 1200                           | 60    | 333       | 300  |
| All Groups****    | 599 | 336                                | 56.1 | 1200                           | 60    | 317       | 300  |

\*Highest allotment suggested by any respondent in a group.

\*\*Lowest allotment suggested by any respondent in a group.

\*\*\*Median response.

\*\*\*\*All group percentage, mean and median weighted.

Less than half of principals regarded the position of deputy-principal as involving a regular teaching allotment, while 76.7 per cent of inspectors believed that a deputy-principal should teach. However the maximum allotment of 400 minutes, suggested by three inspectors, was less than that suggested by any other group. By



contrast three teachers suggested a 1200 minute allotment which is equivalent of thirty 40-minute periods, approximating a full teaching allotment. The suggested mean of 276 minutes approximates seven 40-minute periods per week. Very definite written views for or against a regular teaching allotment were expressed by all groups, but particularly by teachers.

Deputy-principals were asked to indicate their actual teaching allotment, and these varied from nil to 800 minutes (or 20 periods) per week. Fifty-one respondents (71.8 per cent) indicated that they had regular teaching allotments, and the minimum allotment was 120 minutes per week. The mean allotment was 378 minutes with a median of 360 minutes. It is evident that there was diversity in this matter.

#### DIFFERENTIATION IN THE POSITION OF DEPUTY- PRINCIPAL BETWEEN SCHOOLS

Staffing schedules determined by the Teachers' Tribunal provide that all schools with a confirmed student enrolment of 500 or more shall have one and only one position for a deputy-principal. Schools with a confirmed enrolment of less than 500 students are not entitled to any deputy-principal position. The salary scale of a deputy-principal is identical with that of the principal in a school having less than 500 students.

The view has been expressed that the tasks in any high school, regardless of student enrolment, justify the appointment of a deputy-

principal, and that larger or more complex high schools should have more than one position. Both these questions were included in this study, and the percentage of each group of respondents in favour of the appointment of a deputy-principal in all schools regardless of enrolment was as follows:

Table 57

Respondents in Favour of Appointment of  
Deputy-Principal to All High Schools

| Respondent Group  | N   | Number in Favour | Percentage |
|-------------------|-----|------------------|------------|
| Inspectors        | 30  | 17               | 56.7       |
| Principals        | 104 | 87               | 83.7       |
| Deputy-Principals | 71  | 47               | 66.2       |
| Teachers          | 394 | 287              | 72.8       |
| All Groups        | 599 | 438              | 73.1       |

There was thus a strong support by all groups for the appointment of a deputy-principal in every school, with 83.7 per cent of all principals in favour. Thirty-two principals in schools with less than 500 students were included in the study, and 29 or 90.5 per cent of these sought the creation of a deputy-principal's position in their schools. One principal contributed the following significant comments:

It is a sore point with me that this multi-racial school of 450

mainly underprivileged students has no Deputy-Principal. Having an antiquated building and a cacophony of portables and dilapidated outbuildings congesting a site of  $1\frac{1}{2}$  acres it is very difficult to attract suitable staff. I have 0/2 Senior Teachers and 2/5 Senior Assistants and only one office assistant. It has been a nightmare ride I can assure you. Why people decide everything by numbers instead of need I will never know. I suppose it is administratively expedient to claim that all are treated equally. The sooner we treat all unequally, the sooner we'll have true equality.

Teachers and deputy-principals were also strongly in favour of all schools having a deputy-principal position. It should be noted that all deputy-principals were in schools having the position, and were therefore projecting their perception of the position for the benefit of smaller schools.

Inspectors, while in favour of all schools having a deputy-principal position, were more evenly divided on this question than any other group.

#### Deputy-Principals in Large Schools

In response to the question whether some schools should be entitled to more than one deputy-principal's position, all groups were strongly in favour of the proposition as shown in Table 58.

Inspectors were strongly in favour of the proposition, and principals had the highest 'yes' response at 82.7 per cent, a similar figure to their response to the previous question. Deputy-principals obviously wanted to share the tasks of their position. Teachers with the lowest group response were nevertheless nearly two to one in favour of the proposal.



Table 58

Respondents in Favour of Appointment of More Than  
One Deputy-Principal to Large High Schools

| Respondent Group  | N   | Number in Favour | Percentage |
|-------------------|-----|------------------|------------|
| Inspectors        | 30  | 21               | 70.0       |
| Principals        | 104 | 86               | 82.7       |
| Deputy-Principals | 71  | 55               | 77.5       |
| Teachers          | 394 | 258              | 65.5       |
| All Groups        | 599 | 420              | 70.1       |

The appointment of a second or third deputy-principal in a school obviously raises the question of allocation of duties, and this was not examined by the present study. However, a number of respondents suggested that where two deputy-principals were appointed, one should concentrate on administrative tasks while the other should specialize in curriculum and planning. The question of title would also be relevant and perhaps the senior appointee might hold the existing title of deputy-principal, while others have the title of assistant or vice-principal. It is possible that positions could be designated as assistant-principal (planning and curriculum) and assistant-principal (administration).

Most respondents suggested that a school should have a second deputy-principal's position between 500 to 700 students, while a few

suggested that the entitlement should be set at 800 or 900 students. A number of respondents also suggested a third position where enrolments exceeded 900 to 1100. Specific suggestions such as one male and female appointment, and for an appointment where senior students in forms six and/or five exceeded some minimum enrolment were made. A few replies also suggested one position for the first 500 students, with further positions for each 250 additional students, either in total or at specific levels.

#### SUMMARY

There was significant agreement between the four groups of respondents in their attitudes and views regarding the development of the role tasks of deputy-principals.

All groups, but particularly deputy-principals and teachers, saw a more precise role definition for the position to be an urgent problem. Principals also wanted clearer guide lines for the position, particularly in regard to their own accountability and delegation of authority. The importance of developing the position to meet the specific needs of each school, and to recognize the strengths and weaknesses of individuals in the position were stressed. The integration of the deputy-principal's task role with that of all school personnel was also stressed to achieve the optimum distribution of tasks.

Most respondents regarded the position as that of senior

administrative officer or chief of staff, responsible to the principal for the day-to-day operation of the school. There was a strong objection to a principal attempting to retain direct control of all tasks and leaving the deputy-principal without an effective decision-making role.

The position was clearly regarded as one of educational leadership to assist and complement the role of the principal in effective educational planning and guidance. The appointment of specialist non-teaching administrative and business management personnel such as bursars was seen as a means of relieving both principal and deputy-principal of many non-educational tasks.

All groups saw the task role of the deputy-principal as primarily concerning people, and stressed that all appointments should have regard to an applicant's capacity to provide effective leadership through positive personnel involvement. Personal abilities and specialized training were seen as the main criteria for selection, with seniority relegated to a minor position.

Respondents stated that administrative training courses should be developed and become mandatory for applicants seeking appointments as deputy-principals. These courses should stress role theory, personnel development, and administrative procedures.

Respondents also stated that the deputy-principal, as the name implies, must be able to deputize for the principal in all matters where necessary. To achieve this there must be open communication



between principal and deputy-principal on all school matters. Deputy-principals particularly felt that this aspect could be improved.

Deputy-principals indicated that of the tasks in which they were actually involved they considered daily organization, student discipline, counselling, liaison with teachers, parents and teachers and the allocation of extra classes as the most important tasks associated with their position. They stated that these tasks, plus administrative bulletin preparation, occupied most of their non-teaching time. The tasks they considered as least appropriate or least important in their role were maintenance of buildings and equipment, grounds cleanliness organization, trivial discipline matters, maintenance of student records, first aid treatment, lost property collection and absentee interviews. Many also regarded the allocation of extra classes as inappropriate to their position.

When the teaching role of a deputy-principal was considered, it was found that most respondents believed that the deputy-principal should teach and that a reasonable regular allotment would be approximately 320 minutes, or 20 per cent of the total teaching time available.

Most respondents felt that every school should have a position for a deputy-principal, regardless of student enrolment. They also strongly believed that larger schools justified the appointment of more than one deputy or assistant principal, with a clear division of roles for each. A number of bases for appointing second or more deputy-

principals were suggested in terms of enrolments over the whole school or at specific levels.

## Chapter 14

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This final chapter briefly reviews the specific research problems and the evidence presented by the data relative to these. It also suggests a role task definition for the position of deputy-principal, and guidelines for the development of the position in specific schools. The implications of the data for the development of the position of deputy-principal and for the professional preparation and selection of applicants are also suggested, together with recommendations for further research studies and matters of practical implementation.

### RESEARCH PROBLEMS AND CONCLUSIONS

A list of 89 tasks designed to include all non-teaching administrative tasks likely to be generally encountered in Victorian high schools was presented to all directors and inspectors, principals and deputy-principals, and a sample of teachers in the State of Victoria. Usable replies were received from a total of 599 respondents. One of the 89 tasks was deleted from the study because a printing error made it unintelligent to respondents. The 88 tasks were divided into seven categories of clerical and office tasks, community relations,



curriculum and special services, extra-curricula activities, school management, student personnel, and teacher personnel. Both categories and tasks within each category were listed alphabetically to avoid any hierarchy which might influence respondents. To test the assumption that the original list did represent all non-teaching administrative tasks, respondents were invited to add any additional items to any of the categories. While a number of ideas were suggested, most were considered to be incorporated within one of the tasks originally listed. Although not specifically listed as an additional task, the written comments of deputy-principals and teachers suggested that staff liaison, supervision and counselling should be regarded as a significant task.

#### Task Acceptance

Respondents were first asked to indicate whether each task could be regarded as legitimate in a Victorian high school. An arbitrary decision had been made to reject a task as not legitimate if it was rejected by ten per cent of all respondents or 25 per cent of any one group, whichever was the lower figure. In fact none of the 88 tasks were rejected as not legitimate in a high school. Only eight tasks were not accepted by at least 95 per cent of all respondents, and all were accepted by at least 93.8 per cent of all respondents. Seven of the eight tasks with rejection rates between five and 6.2 per cent were regarded as of very low importance in the functioning of the school, and included preparation of a students' handbook, speech night organization,

liaison with night school, parking supervision, detention class supervision, students' insurance collection, and school bank organization. The eighth task, classroom evaluation of teachers, was rejected by two principals, one deputy-principal and 31 teachers, and must be viewed in the context of a continuing campaign by the teachers' organization to abolish inspection and assessment of teachers.

#### Task Performance

The second research problem was to determine whether each task was performed in high schools, and the responses of principals were used as the most universal data source available. These revealed that most tasks were performed in virtually all schools, but that a total of 26 tasks were performed in less than 90 per cent of schools. Perhaps the most significant of these was liaison between principal and teachers, where nearly 11 per cent of principals indicated that they did not regard this task as being performed in their schools. While the study did not investigate the effectiveness of task performance, this aspect may be significant in certain instances. One example reported was the variation in responses between principals and deputy-principals and teachers regarding the development of a school educational philosophy. While all principals and all but one deputy-principal reported this task as performed, there was a significant disagreement among the staff of the 28 schools. It is legitimate that differences in perception should exist, but the implications are nevertheless interesting.



In some instances a task was not performed because the highest form level in the school did not require it, as in scholarship administration, or because of geographical location as for organization of official school buses. Other tasks were not generally performed because of particular school policies or philosophies, low priority or absence of need. Tasks performed in less than 70 per cent of schools reporting were detention class supervision (62.5 per cent), preparation of students' handbook (58.7 per cent), drama festival organization (52.9 per cent), liaison with night school (50 per cent), parking supervision (40.4 per cent) and road safety programs (31.7 per cent).

#### Perceived Task Importance

Respondents were asked to rate each task in importance for the functioning of the school on a four-point scale ranging from 'essential' to 'unimportant.'

The responses of each of the four groups of respondents were analysed and reported separately to ascertain whether they were influenced by their role or nomothetic dimension as well as individual or idiographic differences. The data for each task category are reported in detail in Chapters 4 to 10 inclusive, and are summarized in Chapter 11. They indicate that although there was a very high consensus between groups in ranking of tasks as measured by the Kendall coefficient of concordance and the Spearman rank correlation coefficient, teachers as a group tended to rate tasks lower in importance than each



of the other three groups. They were also likely to have the widest diversity of opinion, as indicated by the standard deviation from the mean score for each task. Inspectors had the greatest group consensus in ranking tasks, as indicated by lowest standard deviation scores. Deputy-principals tended to rate tasks higher than all other groups, with 43 of 88 tasks having a mean score above all other groups. There were statistically significant differences in frequency of response distributions between pairs of groups in 21.2 per cent of 528 pairs of observations measured by the Kolmogorov-Smirnov two-sample test. The greatest difference in rating of individual tasks was in the classroom evaluation of teachers, with inspectors ranking this highest and teachers ranking it lowest.

When the mean ranking of task categories was considered, tasks relating to curriculum and special services were rated as the most important when the all-group mean rank score was considered but all groups other than teachers ranked it as second to teacher personnel tasks. Teacher personnel tasks were ranked second overall and by the teacher group. The all-group mean rankings placed community relations third, with student personnel, clerical and office, school management and extra-curricula activity tasks ranking in descending order. However each category included a wide variety of tasks, and the most significant data of perceived task importance were obtained by an analysis of individual tasks rather than categories.

Chapter 11 reviews the task importance pattern as determined

over all groups and each group separately. Those perceived as most important were concerned with people, were related to the basic goal achievement tasks of development of the school educational philosophy and curriculum development or to the organizational maintenance tasks of time table organization and allocation of teaching duties, or maintenance of students' records.

In considering the relative ranking of tasks by groups, it is important to stress that the ranking was based on the mean task scores. On occasions it was possible for a group to rate an individual task with the highest mean score for that task yet rank it relatively lower than other groups in relation to other tasks. Not all differences in rankings were statistically significant and should be interpreted with caution. A comparison of the relative rankings of tasks by the four groups suggests that their organizational position and role have influenced their perception of relative task importance. Inspectors, the only non-school group, were particularly concerned with supervision, control, evaluation and information tasks. Principals were concerned with broad areas of organizational goal achievement, supervision and discipline of students, and organization of the school through allocation of teaching and non-teaching duties, as well as co-ordination of faculties. Deputy-principals were concerned with the host of tasks involved in the day-to-day detail of the organization. Teachers were more concerned with liaison between the principal and themselves, liaison with all other educational institutions, and with tasks

related to individual students, curriculum and extra-curricula activities.

Ideal and Actual Task Involvement  
of Deputy-Principal

The perceived ideal involvement of the deputy-principal in each of the tasks was analysed on a five-point scale and the data reported in Chapter 12. There was a similar high degree of agreement between groups in ranking the tasks in this regard as was found for task importance, and the status of the position as being one of educational leadership in the school is suggested by the hierarchy of tasks listed in Tables 46 and 47. There was a close correlation between those tasks rated as of high importance for the functioning of the school, and considered very appropriate for involvement by the deputy-principal. Table 52 listed those tasks considered inappropriate for deputy-principal involvement. When the actual involvement of the deputy-principal in various tasks was examined, the high correlation between ideal involvement and actual involvement was apparent. There was general agreement between the superordinate groups of inspectors and principals in prescribing the task role for the position, the role as perceived by the incumbents, and the role as informally prescribed by the subordinate group of teachers. Again there was a high correspondence between the prescribed and perceived role and the operational role.



Definition of the Position of  
Deputy-Principal

The mere listing or performance of a number of disparate tasks in isolation does not constitute an organizational role, which must be considered as an integration of all tasks into a coherent pattern. The actual task role will be influenced by the personality, training and behaviour of the individuals occupying the position, and those closely associated with it within the organization. Chapter 13 reports the views presented by respondents regarding the position of deputy-principal.

There was clear evidence of a lack of role definition within some schools and resultant differences in perception. Deputy-principals and teachers were particularly aware of this problem, although both principals and inspectors were also concerned with it. In summary the data suggested the following situation:

There should be a clear role definition and development of the position within each school to meet the needs of the school. The position is generally seen as that of a senior administrative officer or chief of staff, and as involving educational leadership. Principals must be aware of their own responsibilities and accountability as the executive leader in the school and be prepared to delegate specific responsibilities and decision-making functions to their deputy-principal.

The position is closely associated with people, including

teachers, students and parents in the operational situation, so the ability of an individual to inspire others through positive personality traits is considered vital for all appointees. As the skills required for efficient administration are not necessarily similar to those required for successful classroom teaching, it is important that suitable professional training courses should be both available and required for all applicants seeking appointment as deputy-principal. Personal skills, training and experience are seen as more important than length of service as a teacher.

The appointment of additional specialized non-teaching administrative and clerical staff is regarded as the key to the separation of the organizational maintenance and goal achievement or leadership functions, and to allow the role of the deputy-principal to concentrate on the latter tasks. The provision of suitable private office and telephone facilities are also regarded as essential for the proper development of the position.

Most respondents in all groups, except principals, regarded the position of deputy-principal as involving a teaching function, with an approximate weekly teaching allotment of 320 minutes. This teaching role affects the non-teaching administrative task role to be assumed by the deputy-principal. More than 71 per cent of deputy-principals indicated that they had regular teaching allotments varying from 120 minutes to 800 minutes, with a mean of approximately 380 minutes.

A majority of respondents in all groups believed that every

high school should have a position for a deputy-principal, regardless of student enrolment level. They also believed that the administrative complexity of larger schools justified the appointment of two or more deputy or assistant-principals, with 500 to 600 students suggested as the enrolment for a second position. Where two positions were created it was suggested that one should involve administration, while the other should involve curriculum and planning.

#### IMPLICATIONS OF THE STUDY

The general task pattern and importance hierarchy has been identified, and there was a strong consensus between the four role groups. While one or other of the groups rated a task statistically significantly different from others there are no serious areas of potential conflict, except perhaps for classroom evaluation of teachers. The distinction between statistical and practical significance should be appreciated. While the former measure indicates the mathematical probability that a given difference in distribution has occurred other than by chance, the latter is concerned with the effect that such a distribution, if reliable, is likely to have in the real situation. While teachers have tended to score tasks lower than other groups in the study, there is little evidence that this is likely to be a source of serious group conflict in the operation of the school.

While the ideal task involvement for a deputy-principal has been suggested, it is doubtful that it will be identical in any two schools.



Rather, guidelines have been established with a set of task priorities. These should be considered by each principal in relation to his or her school situation, the human and physical resources and needs involved, and adapted to produce the optimum situation of goal achievement and organizational maintenance, with maximum personal satisfaction to the personnel involved. The study has concentrated on identifying the tasks considered ideal for the deputy-principal, but has not investigated the roles of others in the organization. Each role must be integrated with that of others, and as the task role of the deputy-principal has been suggested as that of an educational leader responsible for the day-to-day operation of the school, perhaps all others can be related to this pivotal position.

The position of deputy-principal is seen as having a high status within the organization, and the individual appointed to the position should therefore be personally capable of fully meeting the demands of the position. There is evidence that in some schools the position is not fulfilling its purpose through lack of role definition by the principal, or by the inability of an incumbent to meet the demands placed upon him. In such instances role and/or personality conflict will arise and role satisfaction will be reduced or absent. It is important that this undesirable situation should be minimized by a clearer definition of role in general terms, and within each school consistent with this, and by the selection procedures for appointment.

In some schools a significant improvement in physical

accommodation and facilities is seen as essential for proper performance of the deputy-principal's task role.

#### RECOMMENDATIONS

Further analysis of the data obtained for the present study might be made to ascertain whether the attitudes of groups, particularly teachers, vary significantly because of personal or other factors, and whether this could be of practical significance in particular schools.

A further study or studies could be designed to investigate other aspects of the position and role mentioned. These might be particularly concerned with the personal and professional characteristics considered appropriate to the position. They should also be concerned with the development of procedures necessary and likely to identify these characteristics. Specific enquiry might be made regarding the development of procedures necessary to ensure personal compatibility between principal and deputy-principal in a school. A study might also be made of the interaction of position roles within high schools, and of the type of administrative structure most likely to facilitate maximum effectiveness.

All principals should be fully informed of the principle of organizational accountability as appropriate to the Victorian education system, and its relationship to delegation of responsibility to subordinate positions within each school.

A survey should be made of the physical facilities in each school with a view to providing suitable office and telephone facilities for every deputy-principal.

Consideration should be given to the rationalization of non-educational administrative tasks in schools by the appointment of a bursar or similar staff to each school, and the allocation of specific task functions to this position.

Finally, a study should be made into the need to create a position of deputy-principal in every school, and the creation of additional positions in larger schools. If such a study suggests that both or either of these changes in organizational structure are desirable, suitable representations should be made to the Teachers' Tribunal for the creation of these new positions.



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## APPENDIX A

The sample questionnaire included in this appendix is the edition used by deputy-principals. Four separate editions were used for each respondent group.

The questionnaire used by deputy-principals was similar to that used for the other three groups except that it also included Part Four, omitted from the other editions.

The spacing allowed on the task response pages has been reduced in this appendix to meet margin requirements. The original Task #87, Staff Evaluation (home classroom), was a misprint and was deleted from the study. Tasks #88 and 89 were renumbered as Tasks #87 and 88 respectively.



THE UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES AND RESEARCH  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION :

SCHOOL ADMINISTRATIVE TASKS AND THE DEPUTY-PRINCIPAL  
IN VICTORIAN HIGH SCHOOLS

QUESTIONNAIRE

CONFIDENTIAL

THE DATA OBTAINED IN THIS QUESTIONNAIRE WILL BE USED  
FOR RESEARCH PURPOSES ONLY.

\*\*\*\*\*



November, 1972

To All Deputy-Principals

Dear Colleague:

I am a Victorian Teacher at present studying overseas.

The enclosed questionnaire given to you by your Principal is an important part of my Master of Education thesis at the University of Alberta on "School Tasks and the Deputy-Principal in Victorian High Schools." I am also seeking data from Principals, Teachers and Inspectors.

Mr. T.J. Moore, Assistant Director-General, and Mr. A.E. Schruhm, Director of Secondary Education, have approved of this study being made. Your participation is, of course, a personal matter and I am hopeful that you will participate in this study.

The questionnaires being completed by other groups include the first part of your questionnaire only. You are asked to provide data on your tasks "as they are." I hope that this study will clarify the pattern of your role and tasks in our schools.

The questionnaire responses are completely anonymous, but it is my intention to provide a summary of results to all respondents who may be interested. If you wish to receive a summary of results please indicate your name and address on the envelope provided.

Please seal your response in the envelope provided and give it to the Principal, who has a reply-paid envelope for the return of your school responses.

I apologize for imposing an additional task on your already busy end-of-the-year schedule, but would sincerely appreciate your co-operation in completing and returning this questionnaire as soon as possible.

Yours sincerely,

*Donald A. Sinclair*  
Donald A. Sinclair

DAS/jmt

PART ONE: DEMOGRAPHIC DATAA. SCHOOL DATA

1. School Classification:

Metropolitan ☐Country ☐

2. Enrolment:

less than 200 ☐500-599 ☐900-999 ☐200-299 ☐600-699 ☐1000-1099 ☐300-399 ☐700-799 ☐1100-1199 ☐400-499 ☐800-899 ☐more than 1200 ☐

3. Highest Form Level:

Form 1 ☐Form 3 ☐Form 5 ☐Form 2 ☐Form 4 ☐Form 6 ☐B. PERSONAL DATA

4. Sex:

Male ☐Female ☐

5. Age:

less than 30 ☐35-39 ☐45-49 ☐55-59 ☐30-34 ☐40-44 ☐50-54 ☐60 or more ☐

6. Academic Qualifications:

B.A. ☐B.Com/Econ. ☐Technical Diploma ☐B.Sci. ☐other degree ☐other ☐

7. Academic Institution:

University of Melbourne ☐American University ☐Monash University ☐Canadian University ☐Latrobe University ☐British University ☐Interstate University ☐Other University ☐Teachers College ☐Other Institution ☐



8. Teacher Training: Dip. Ed. ☐ T.S.T.C. ☐ T.P.T.C. ☐  
 B. Ed. ☐ T.S.A.T.C. ☐ other ☐  
 T.D.A.T.C. ☐

9. Major Teaching Field: Humanities ☐ Science ☐ Practical ☐

10. Teaching Experience in Years:  
 less than 5 ☐ 15-19 ☐ 30-34 ☐  
 5-9 ☐ 20-24 ☐ more than 35 ☐  
 10-14 ☐ 25-29 ☐

11. Experience as Principal: ☐ Years (if applicable)

12. Experience as Deputy-Principal: ☐ Years (if applicable)

13. Experience as Co-ordinator: ☐ Years (if applicable)

14. Present School Position:

Principal ☐ Senior Teacher ☐ Assistant ☐  
 Deputy-Principal ☐ Senior Assistant ☐ Temporary Assistant ☐

15. Location of Teaching Experience: Metropolitan only ☐  
 Country only ☐  
 Both ☐

16. Have you taught in any of the following places:

Other Australian States ☐ Britain ☐  
 U.S.A. ☐ Other places ☐  
 Canada ☐

17. (a) Have you any employment experience other than teaching? Yes ☐ No ☐

(b) If "yes", please give brief details.

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PART TWO: POTENTIAL TASK INVOLVEMENT

The following tasks, listed alphabetically under seven categories, are suggested as tasks which might be performed in schools and may particularly involve a Deputy-Principal. You may add additional items if you wish.

It is realized that a number of items could be classified under more than one category and each has been classified to area of prime concern or function. Even if your school has no Deputy-Principal, a response will be significant.

You are requested to consider each task and indicate your feelings by circling the appropriate choice or choices.

1. Please DELETE any task if you consider that it has no place in any high school. No further classification is thus required.
2. In regard to all tasks remaining please indicate:
  - (a) if the task is actually PERFORMED in your school.
  - (b) what IMPORTANCE you attach to each task for the efficient functioning of a school, regardless of whether it is performed in your school or not.
  - (c) what INVOLVEMENT, if any, should the Deputy-Principal have in the task? The following definitions apply:

|                   |                                                                                    |
|-------------------|------------------------------------------------------------------------------------|
| ESSENTIAL:        | must involve the Deputy-Principal                                                  |
| VERY APPROPRIATE: | should involve the Deputy-Principal if at all possible.                            |
| APPROPRIATE:      | should involve the Deputy-Principal but could be performed by others just as well. |
| NOT APPROPRIATE:  | should not involve the Deputy-Principal if at all possible.                        |
| NO INVOLVEMENT:   | should definitely not involve the Deputy-Principal at all.                         |

-5-

1. Tasks

Cross out any task which you feel has no place in a high school in Victoria.

## 2. Is the task performed in your school?

## 3. Importance of this task for functioning of the school?

## 4. Ideal Involvement of Deputy-Principals

|                                                  | Yes | No | Don't Know | Essential | Very Important | Important | Unimportant | No Opinion | Essential | Very Appropriate | Appropriate | Not Appropriate | No Involvement | No Opinion |
|--------------------------------------------------|-----|----|------------|-----------|----------------|-----------|-------------|------------|-----------|------------------|-------------|-----------------|----------------|------------|
| <u>CLERICAL AND OFFICE FUNCTIONS</u>             |     |    |            |           |                |           |             |            |           |                  |             |                 |                |            |
| 1. Evaluation of clerical staff.                 | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 2. maintenance of school correspondence records. | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 3. Maintenance of student records, rolls, etc.   | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 4. supervision of clerical staff.                | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 5. Telephone use control.                        | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| Add any other items                              | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
|                                                  | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| <u>COMMUNITY RELATIONS</u>                       |     |    |            |           |                |           |             |            |           |                  |             |                 |                |            |
| 6. Conduct of visiting groups.                   | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 7. Liaison-community organizations.              | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 8. Liaison-commercial interests.                 | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 9. Liaison-parents.                              | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 10. Liaison-school associations.                 | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 11. Organization of school publicity.            | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| Add any other items                              | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
|                                                  | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |



| 1. <u>Tasks</u><br><br>Cross out any task which you feel has no place in a high school in Victoria. | 2. Is the task performed in your school? |    | 3. Importance of this task for functioning of the school? |           |                |           |             | 4. Ideal Involvement of Deputy-Principals |           |                  |             |                 |                |            |
|-----------------------------------------------------------------------------------------------------|------------------------------------------|----|-----------------------------------------------------------|-----------|----------------|-----------|-------------|-------------------------------------------|-----------|------------------|-------------|-----------------|----------------|------------|
|                                                                                                     | Yes                                      | No | Don't Know                                                | Essential | Very Important | Important | Unimportant | No Opinion                                | Essential | Very Appropriate | Appropriate | Not Appropriate | No Involvement | No Opinion |
| <u>CURRICULUM and SPECIAL SERVICES</u>                                                              |                                          |    |                                                           |           |                |           |             |                                           |           |                  |             |                 |                |            |
| 12. Conference organization.                                                                        | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 13. Control and maintenance of instructional materials and equipment.                               | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 14. Curriculum committee/s organization.                                                            | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 15. Curriculum information dissemination.                                                           | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 16. Development of school educational philosophy.                                                   | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 17. Excursion-organization and control.                                                             | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 18. Liaison with elementary schools.                                                                | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 19. Liaison with other schools.                                                                     | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 20. Liaison with tertiary institutions.                                                             | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 21. Library services supervision.                                                                   | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 22. Organization of experimental work in school.                                                    | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 23. Trainee teacher supervision.                                                                    | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| Add any other items                                                                                 | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
|                                                                                                     | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| <u>EXTRA-CURRICULA ACTIVITIES</u>                                                                   |                                          |    |                                                           |           |                |           |             |                                           |           |                  |             |                 |                |            |
| 24. Drama festival organization.                                                                    | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 25. School clubs and societies organization.                                                        | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 26. School magazine/paper management or liaison.                                                    | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |
| 27. School socials organization.                                                                    | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                         | E         | V                | A           | NA              | NI             | X          |

1. Tasks

Cross out any task which you feel has no place in a high school in Victoria.

2. Is the task performed in your school?

3. Importance of this task for functioning of the school?

4. Ideal Involvement of Deputy-Principals

|                                             | Yes | No | Don't Know | Essential | Very Important | Important | Unimportant | No Opinion | Essential | Very Appropriate | Appropriate | Not Appropriate | No Involvement | No Opinion |
|---------------------------------------------|-----|----|------------|-----------|----------------|-----------|-------------|------------|-----------|------------------|-------------|-----------------|----------------|------------|
| 28. School sports meetings organization.    | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 29. Speech day or night organization.       | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 30. Social Service program organization.    | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 31. Student awards compilation.             | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 32. S.R.C. liaison.                         | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| Add any other items                         | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
|                                             | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| <u>SCHOOL MANAGEMENT</u>                    |     |    |            |           |                |           |             |            |           |                  |             |                 |                |            |
| 33. Bell system operation.                  | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 34. Budgeting and collection of fees.       | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 35. Canteen management.                     | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 36. Examination organization.               | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 37. Fire drills organization.               | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 38. Grounds cleanliness organization.       | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 39. Keys, control of.                       | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 40. Liaison - night school.                 | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 41. Locker management.                      | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 42. Maintenance of equipment and buildings. | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 43. Parking supervision.                    | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 44. Public address announcements.           | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 45. Requisition of school supplies.         | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |
| 46. School accounting (cash).               | Y   | N  | X          | E         | V              | I         | U           | X          | E         | V                | A           | NA              | NI             | X          |

| 1. <u>Tasks</u><br><br>Cross out any task which you feel has no place in a high school in Victoria. | 2. Is the task performed in your school? |    |            | 3. Importance of this task for functioning of the school? |                |           |             |            | 4. Ideal Involvement of Deputy-Principals |                  |             |                 |                |            |
|-----------------------------------------------------------------------------------------------------|------------------------------------------|----|------------|-----------------------------------------------------------|----------------|-----------|-------------|------------|-------------------------------------------|------------------|-------------|-----------------|----------------|------------|
|                                                                                                     | Yes                                      | No | Don't Know | Essential                                                 | Very Important | Important | Unimportant | No Opinion | Essential                                 | Very Appropriate | Appropriate | Not Appropriate | No Involvement | No Opinion |
| 47. School accounting (supplies and equipment).                                                     | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 48. School assemblies organization.                                                                 | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 49. School bookstore organization.                                                                  | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 50. School photographs organization.                                                                | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 51. School buses (official) organization.                                                           | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 52. School transport (other) organization.                                                          | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 53. Site development program.                                                                       | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 54. Students' insurance collection.                                                                 | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 55. Supervision of caretakers/cleaners.                                                             | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 56. Time table organization.                                                                        | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| Add any other items                                                                                 |                                          |    |            |                                                           |                |           |             |            |                                           |                  |             |                 |                |            |
|                                                                                                     | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
|                                                                                                     | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| <u>STUDENTS</u>                                                                                     |                                          |    |            |                                                           |                |           |             |            |                                           |                  |             |                 |                |            |
| 57. Accident report responsibility.                                                                 | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 58. Course program preparation and advice.                                                          | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 59. Departmental statistics preparation.                                                            | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 60. Detention classes supervision.                                                                  | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 61. Enrolments, transfers recording.                                                                | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 62. Enrolments projection.                                                                          | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 63. First Aid treatment.                                                                            | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 64. Interviews - absenteeism.                                                                       | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |



| 1. <u>Tasks</u>                                                              | 2. Is the task performed in your school? |    |            | 3. Importance of this task for functioning of the school? |                |           |             |            | 4. Ideal Involvement of Deputy-Principals |                  |             |                 |                |            |
|------------------------------------------------------------------------------|------------------------------------------|----|------------|-----------------------------------------------------------|----------------|-----------|-------------|------------|-------------------------------------------|------------------|-------------|-----------------|----------------|------------|
| Cross out any task which you feel has no place in a high school in Victoria. | Yes                                      | No | Don't Know | Essential                                                 | Very Important | Important | Unimportant | No Opinion | Essential                                 | Very Appropriate | Appropriate | Not Appropriate | No Involvement | No Opinion |
| 65. Interviews - counselling.                                                | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 66. Interviews - discipline.                                                 | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 67. Orientation of new students.                                             | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 68. Preparation of students' handbook.                                       | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 69. Review of individual reports.                                            | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 70. Road safety program organization.                                        | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 71. Scholarship administration.                                              | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 72. School bank organization.                                                | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 73. Social Welfare assistance organization.                                  | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 74. Supervision of students on school premises.                              | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 75. Vocational guidance advice.                                              | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| Add any other items                                                          |                                          |    |            |                                                           |                |           |             |            |                                           |                  |             |                 |                |            |
|                                                                              | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
|                                                                              | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| <u>TEACHERS</u>                                                              |                                          |    |            |                                                           |                |           |             |            |                                           |                  |             |                 |                |            |
| 76. Absence records.                                                         | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 77. Accidents records.                                                       | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 78. Administrative bulletin preparation.                                     | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 79. Allocation of non-teaching duties.                                       | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 80. Allocation of 'extra' classes.                                           | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 81. Allocation of teaching duties.                                           | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 82. Classroom evaluation of teachers.                                        |                                          | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 83. Conduct of staff conferences.                                            | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |
| 84. Co-ordination of faculties/ departments.                                 | Y                                        | N  | X          | E                                                         | V              | I         | U           | X          | E                                         | V                | A           | NA              | NI             | X          |

| 1. Tasks<br><br>Cross out any task which you feel has no place in a high school in Victoria. | 2. Is the task performed in your school? |    | 3. Importance of this task for functioning of the school? |           |                |           |             | 4. Ideal Involvement of Deputy-Principal |           |                  |             |                 |                |            |
|----------------------------------------------------------------------------------------------|------------------------------------------|----|-----------------------------------------------------------|-----------|----------------|-----------|-------------|------------------------------------------|-----------|------------------|-------------|-----------------|----------------|------------|
|                                                                                              | Yes                                      | No | Don't Know                                                | Essential | Very Important | Important | Unimportant | No Opinion                               | Essential | Very Appropriate | Appropriate | Not Appropriate | No Involvement | No Opinion |
| 85. Liaison - Principal - Teacher relations.                                                 | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                        | E         | V                | A           | NA              | NI             | X          |
| 86. Orientation of new teachers.                                                             | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                        | E         | V                | A           | NA              | NI             | X          |
| 87. Staff evaluation (home classroom).                                                       | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                        | E         | V                | A           | NA              | NI             | X          |
| 88. Staffing schedules and statistics preparation.                                           | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                        | E         | V                | A           | NA              | NI             | X          |
| 89. Liaison - Teacher-Student relations.                                                     | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                        | E         | V                | A           | NA              | NI             | X          |
| Add any other items                                                                          | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                        | E         | V                | A           | NA              | NI             | X          |
|                                                                                              | Y                                        | N  | X                                                         | E         | V              | I         | U           | X                                        | E         | V                | A           | NA              | NI             | X          |

PART THREE:

1. Do you feel that every school should have a position for a Deputy-Principal, regardless of enrolment?

Yes

No

2. (a) Do you feel that larger high schools should have more than one Deputy-Principal position?

Yes

No

- (b) If you answered 'yes' above, can you suggest any enrolment levels which would entitle the additional position/s?

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3. (a) Do you feel that a Deputy-Principal should have a regular teaching allotment?

Yes ☐

No ☐

- (b) If you answered 'yes' above, what allotment would be reasonable in minutes per week?

4. Do you feel there is any aspect of the position of Deputy-Principal which is not included in the lists of tasks listed previously? If so, please reply in detail.

5. Can you make any suggestions to improve the position of Deputy-Principal in a school?



PART FOUR: ACTUAL TASKS INVOLVING DEPUTY-PRINCIPALS

This list is identical with the one in Part Two. In this part please indicate only those tasks in which you are actually involved and complete data for these. No information is required on others.

| 1. List of Tasks                                 | 2. Are you involved? |    | 3. The frequency of my involvement with this task is: |                |                      |                 |                       |                  |                       |             |
|--------------------------------------------------|----------------------|----|-------------------------------------------------------|----------------|----------------------|-----------------|-----------------------|------------------|-----------------------|-------------|
|                                                  |                      |    | Daily                                                 | Every 2-3 days | At least once a week | Every 2-3 weeks | At least once a month | Every 2-3 months | At least twice a year | Once a year |
| <u>CLERICAL AND OFFICE FUNCTIONS</u>             |                      |    |                                                       |                |                      |                 |                       |                  |                       |             |
| 1. Evaluation of clerical staff.                 | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 2. Maintenance of school correspondence records. | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 3. Maintenance of student records, rolls, etc.   | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 4. Supervision of clerical staff.                | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 5. Telephone use control.                        | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| Add any other items                              | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| <u>COMMUNITY RELATIONS</u>                       |                      |    |                                                       |                |                      |                 |                       |                  |                       |             |
| 6. Conduct of visiting groups.                   | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 7. Liaison-community organizations.              | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 8. Liaison-commercial interests.                 | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 9. Liaison-parents                               | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 10. Liaison-school associations.                 | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 11. Organization of school publicity.            | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| Add any other items                              | Yes                  | No | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |

| 1.List of Tasks                                                      | 2.Are you involved? | 3.The frequency of my involvement with this task is: |                |                      |                 |                       |                  |                       |             |
|----------------------------------------------------------------------|---------------------|------------------------------------------------------|----------------|----------------------|-----------------|-----------------------|------------------|-----------------------|-------------|
|                                                                      |                     | Daily                                                | Every 2-3 days | At least once a week | Every 2-3 weeks | At least once a month | Every 2-3 months | At least twice a year | Once a year |
| <u>CURRICULUM AND SPECIAL SERVICES</u>                               |                     |                                                      |                |                      |                 |                       |                  |                       |             |
| 12.Conference organization.                                          | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 13.Control and maintenance of instructional materials and equipment. | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 14.Curriculum committee/s organization.                              | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 15.Curriculum information dissemination.                             | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 16.Development of school educational philosophy.                     | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 17.Excursion-organization and control.                               | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 18.Liaison with elementary schools.                                  | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 19.Liaison with other schools.                                       | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 20.Liaison with tertiary institutions.                               | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 21.Library services supervision.                                     | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 22.Organization of experimental work in school.                      | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 23.Trainee teacher supervision.                                      | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| Add any other items                                                  | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| <u>EXTRA-CURRICULA ACTIVITIES</u>                                    |                     |                                                      |                |                      |                 |                       |                  |                       |             |
| 24.Drama festival organization.                                      | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 25.School clubs and societies organization.                          | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 26.School magazine/paper management or liaison.                      | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 27.School socials organization.                                      | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |

| 1. List of Tasks                            | 2. Are you involved? | 3. The frequency of my involvement with this task is: |                |                      |                 |                       |                  |                       |             |
|---------------------------------------------|----------------------|-------------------------------------------------------|----------------|----------------------|-----------------|-----------------------|------------------|-----------------------|-------------|
|                                             |                      | Daily                                                 | Every 2-3 days | At least once a week | Every 2-3 weeks | At least once a month | Every 2-3 months | At least twice a year | Once a year |
| 28. School sports meetings organization.    | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 29. Speech day or night organization.       | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 30. Social Service program organization.    | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 31. Student awards compilation.             | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 32. S.R.C. liaison.                         | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| Add any other items                         | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| <u>SCHOOL MANAGEMENT</u>                    |                      |                                                       |                |                      |                 |                       |                  |                       |             |
| 33. Bell system operation.                  | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 34. Budgeting and collection of fees.       | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 35. Canteen management.                     | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 36. Examination organization                | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 37. Fire drills organization.               | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 38. Grounds cleanliness organization.       | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 39. Keys, control of.                       | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 40. Liaison-night school.                   | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 41. Locker management.                      | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 42. Maintenance of equipment and buildings. | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 43. Parking supervision.                    | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 44. Public address announcements.           | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 45. Requisition of school supplies.         | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 46. School Accounting (cash)                | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |



| 1. List of Tasks                                | 2. Are you involved? | 3. The frequency of my involvement with this task is: |                |                      |                 |                       |                  |                       |             |
|-------------------------------------------------|----------------------|-------------------------------------------------------|----------------|----------------------|-----------------|-----------------------|------------------|-----------------------|-------------|
|                                                 |                      | Daily                                                 | Every 2-3 days | At least once a week | Every 2-3 weeks | At least once a month | Every 2-3 months | At least twice a year | Once a year |
| 47. School accounting (supplies and equipment). | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 48. School assemblies organization.             | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 49. School bookstore organization.              | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 50. School photographs organization.            | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 51. School buses (official) organization.       | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 52. School transport (other) organization.      | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 53. Site development program.                   | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 54. Students insurance collection.              | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 55. Supervision of caretakers/cleaners.         | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 56. Time table organization.                    | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| Add any other items                             | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| <u>STUDENTS</u>                                 |                      |                                                       |                |                      |                 |                       |                  |                       |             |
| 57. Accident report responsibility.             | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 58. Course program preparation and advice.      | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 59. Departmental statistics preparation.        | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 60. Detention classes supervision.              | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 61. Enrolments, transfers recording.            | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 62. Enrolments projection.                      | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 63. First Aid Treatment.                        | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 64. Interviews - absenteeism                    | Yes No               | 1                                                     | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |

| 1.List of Tasks                                | 2.Are you involved? | 3.The frequency of my involvement with this task is: |                |                      |                 |                       |                  |                       |             |
|------------------------------------------------|---------------------|------------------------------------------------------|----------------|----------------------|-----------------|-----------------------|------------------|-----------------------|-------------|
|                                                |                     | Daily                                                | Every 2-3 days | At least once a week | Every 2-3 weeks | At least once a month | Every 2-3 months | At least twice a year | Once a year |
| 65.Interviews-counselling.                     | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 66.Interviews-discipline.                      | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 67.Orientation of new students.                | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 68.Preparation of students handbook.           | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 69.Review of individual reports.               | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 70.Road safety program organization.           | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 71.Scholarship administration.                 | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 72.School bank organization.                   | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 73.Social Welfare assistance organization.     | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 74.Supervision of students on school premises. | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 75.Vocational guidance advice.                 | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| <u>TEACHERS</u>                                |                     |                                                      |                |                      |                 |                       |                  |                       |             |
| 76.Absence records.                            | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 77.Accident records.                           | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 78.Administrative bulletin preparation.        | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 79.Allocation of non-teaching duties.          | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 80.Allocation of 'extra' classes.              | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 81.Allocation of teaching duties.              | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 82.Classroom evaluation of teachers.           | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 83.Conduct of staff conferences.               | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 84.Co-ordination of faculties/départments.     | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |

| 1.List of Tasks                                   | 2.Are you involved? | 3.The frequency of my involvement with this task is: |                |                      |                 |                       |                  |                       |             |
|---------------------------------------------------|---------------------|------------------------------------------------------|----------------|----------------------|-----------------|-----------------------|------------------|-----------------------|-------------|
|                                                   |                     | Daily                                                | Every 2-3 days | At least once a week | Every 2-3 weeks | At least once a month | Every 2-3 months | At least twice a year | Once a year |
| 85.Liaison-Principal-Teacher relations.           | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 86.Orientation of new teachers.                   | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 87.Staff evaluation (home classroom).             | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 88.Staffing schedules and statistics preparation. | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| 89.Liaison-teacher-student relations.             | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |
| Add any other items                               | Yes No              | 1                                                    | 2              | 3                    | 4               | 5                     | 6                | 7                     | 8           |

90.What is your regular teaching allotment in minutes?

91.Do you regularly take "extras?" Yes ☐ No ☐

92.Do you regularly take "yard duty?" Yes ☐ No ☐

93.Do you regularly take a school detention class? Yes ☐ No ☐

94.List in order the five non-teaching tasks in which you are involved which you consider to be the most important in your position.

| Task | Comment, if any |
|------|-----------------|
| 1.   |                 |
| 2.   |                 |
| 3.   |                 |
| 4.   |                 |
| 5.   |                 |



95. List in order up to five tasks in which you are involved, and which you consider to be inappropriate or unimportant to your position.

|    | <u>Task</u> | <u>Comment, if any</u> |
|----|-------------|------------------------|
| 1. |             |                        |
| 2. |             |                        |
| 3. |             |                        |
| 4. |             |                        |
| 5. |             |                        |

96. List in order the five tasks which occupy most of your non-teaching time.

|    | <u>Task</u> | <u>Comment, if any</u> |
|----|-------------|------------------------|
| 1. |             |                        |
| 2. |             |                        |
| 3. |             |                        |
| 4. |             |                        |
| 5. |             |                        |

97. What changes if any, would you feel might improve the position of Deputy-Principal?

THANK YOU SINCERELY FOR YOUR TIME AND INTEREST IN COMPLETING THIS QUESTIONNAIRE.

## APPENDIX B

Table 59

## Inspectors: Summary of Group Data

1. Number of Respondents: 302. Age Distribution:

| Years: | Less than 45 | 45-54 | 55 or more | No Response | Total |
|--------|--------------|-------|------------|-------------|-------|
| N      | 10           | 13    | 6          | 1           | 30    |
| %      | 33.4         | 43.3  | 20.0       | 3.3         | 100.0 |

3. Teaching Field:

|   | Humanities | Science | Practical | No Response | Total |
|---|------------|---------|-----------|-------------|-------|
| N | 18         | 9       | 2         | 1           | 30    |
| % | 60.0       | 30.0    | 6.7       | 3.3         | 100.0 |

4. Teaching Experience:

| Years: | 10-14 | 15-19 | 20-24 | 25-29 | 30 or more | No Response | Total |
|--------|-------|-------|-------|-------|------------|-------------|-------|
| N      | 6     | 11    | 3     | 2     | 7          | 1           | 30    |
| %      | 20.0  | 36.7  | 10.0  | 6.7   | 23.3       | 3.3         | 100.0 |

5. Experience as Principal:

|   | None | 1 yr. | 2 yrs. | 3 yrs. | 5 yrs. | Total |
|---|------|-------|--------|--------|--------|-------|
| N | 20   | 3     | 2      | 4      | 1      | 30    |
| % | 66.7 | 10.0  | 6.7    | 13.1   | 3.3    | 100.0 |

6. Experience as Inspector:

| Years: | Less than 5 | 5 or more | No Response | Total |
|--------|-------------|-----------|-------------|-------|
| N      | 13          | 16        | 1           | 30    |
| %      | 43.3        | 53.4      | 3.3         | 100.0 |

Table 60

## Principals: Summary of Group Data

1. Number of Respondents: 1042. School Location:

|   | Metropolitan | Country | Total |
|---|--------------|---------|-------|
| N | 52           | 52      | 104   |
| % | 50           | 50      | 100.0 |

3. School Student Enrolment:

|   | Less than 500 | 500-899 | 900 or more | Total |
|---|---------------|---------|-------------|-------|
| N | 33            | 46      | 25          | 104   |
| % | 31.7          | 44.3    | 24.0        | 100.0 |

4. Sex Distribution of Respondents

|   | Male | Female | Total |
|---|------|--------|-------|
| N | 94   | 10     | 104   |
| % | 90.4 | 9.6    | 100.0 |

5. Age Distribution:

| Years: | Less than 45 | 45-49 | 50-54 | 55 and more | Total |
|--------|--------------|-------|-------|-------------|-------|
| N      | 22           | 25    | 26    | 30          | 104   |
| %      | 21.1         | 24.0  | 25.0  | 28.9        | 100.0 |

6. Teaching Field:

|   | Humanities | Science | Practical | Total |
|---|------------|---------|-----------|-------|
| N | 80         | 22      | 2         | 104   |
| % | 76.9       | 21.2    | 1.9       | 100.0 |



Table 60 (continued)

7. Teaching Experience:

| Years: | <15 | 15-19 | 20-24 | 25-29 | 30-34 | 35 or more | Total |
|--------|-----|-------|-------|-------|-------|------------|-------|
| N      | 5   | 9     | 24    | 10    | 28    | 28         | 104   |
| %      | 4.8 | 8.7   | 23.1  | 9.6   | 26.9  | 26.9       | 100.0 |

8. Experience as Principal:

| Years: | 3 or less | 4-9  | 10 or more | No Response | Total |
|--------|-----------|------|------------|-------------|-------|
| N      | 36        | 28   | 39         | 1           | 104   |
| %      | 34.6      | 26.8 | 38.6       | 1.0         | 100.0 |

9. Experience as Deputy-Principal:

|   | None | Up to 3 yrs. | Total |
|---|------|--------------|-------|
| N | 31   | 73           | 104   |
| % | 29.8 | 70.2         | 100.0 |

10. Location of Teaching Experience:

|   | Metropolitan only | Country only | Both | Total |
|---|-------------------|--------------|------|-------|
| N | 3                 | 22           | 79   | 104   |
| % | 2.9               | 21.2         | 76.0 | 100.0 |

Table 60 (continued)

7. Teaching Experience:

| Years: | <15 | 15-19 | 20-24 | 25-29 | 30-34 | 35 or more | Total |
|--------|-----|-------|-------|-------|-------|------------|-------|
| N      | 5   | 9     | 24    | 10    | 28    | 28         | 104   |
| %      | 4.8 | 8.7   | 23.1  | 9.6   | 26.9  | 26.9       | 100.0 |

8. Experience as Principal:

| Years: | 3 or less | 4-9  | 10 or more | No Response | Total |
|--------|-----------|------|------------|-------------|-------|
| N      | 36        | 28   | 39         | 1           | 104   |
| %      | 34.6      | 26.8 | 38.6       | 1.0         | 100.0 |

9. Experience as Deputy-Principal:

|   | None | Up to 3 yrs. | Total |
|---|------|--------------|-------|
| N | 31   | 73           | 104   |
| % | 29.8 | 70.2         | 100.0 |

10. Location of Teaching Experience:

|   | Metropolitan only | Country only | Both | Total |
|---|-------------------|--------------|------|-------|
| N | 3                 | 22           | 79   | 104   |
| % | 2.9               | 21.2         | 76.0 | 100.0 |

Table 61

## Deputy-Principals: Summary of Group Data

1. Number of Respondents: 712. School Location:

|   | Metropolitan | Country | Total |
|---|--------------|---------|-------|
| N | 46           | 25      | 71    |
| % | 64.8         | 35.2    | 100.0 |

3. School Student Enrolment:

|   | Less than 500 | 500-899 | 900 or more | Total |
|---|---------------|---------|-------------|-------|
| N | -             | 48      | 23          | 71    |
| % | -             | 67.6    | 32.4        | 100.0 |

4. Sex Distribution of Respondents:

|   | Male | Female | Total |
|---|------|--------|-------|
| N | 56   | 15     | 71    |
| % | 78.9 | 21.1   | 100.0 |

5. Age Distribution:

| Years: | Less than 40 | 40-44 | 45-49 | 50-54 | 55 and more | No Response | Total |
|--------|--------------|-------|-------|-------|-------------|-------------|-------|
| N      | 7            | 15    | 18    | 14    | 16          | 1           | 71    |
| %      | 9.9          | 21.1  | 25.4  | 19.7  | 22.5        | 1.4         | 100.0 |

6. Teaching Field:

|   | Humanities | Science | Practical | Total |
|---|------------|---------|-----------|-------|
| N | 45         | 19      | 7         | 71    |
| % | 63.4       | 26.8    | 9.9       | 100.0 |



Table 61 (continued)

7. Teaching Experience:

| Years: | Less than 15 | 15-19 | 20-24 | 25-29 | 30-34 | 35 or more | Total |
|--------|--------------|-------|-------|-------|-------|------------|-------|
| N      | 2            | 8     | 23    | 11    | 17    | 10         | 71    |
| %      | 2.8          | 11.3  | 32.4  | 15.5  | 23.9  | 14.1       | 100.0 |

8. Experience as Deputy-Principal:

| Years: | 1    | 2    | 3    | 4   | No Response | Total |
|--------|------|------|------|-----|-------------|-------|
| N      | 18   | 12   | 32   | 7   | 2           | 71    |
| %      | 25.4 | 16.9 | 45.1 | 9.9 | 2.8         | 100.0 |

9. Location of Teaching Experience:

|   | Metropolitan only | Country only | Both | No Response | Total |
|---|-------------------|--------------|------|-------------|-------|
| N | 6                 | 9            | 55   | 1           | 71    |
| % | 8.5               | 12.7         | 77.5 | 1.4         | 100.0 |

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Table 62

## Teachers: Summary of Group Data

1. Number of Respondents: 394

2. School Location (by Respondents):

|   | Metropolitan | Country | Total |
|---|--------------|---------|-------|
| N | 235          | 159     | 394   |
| % | 59.6         | 40.4    | 100.0 |

3. Number and Location of Schools Represented:

|   | Metropolitan | Country | Total |
|---|--------------|---------|-------|
| N | 15           | 12      | 27    |
| % | 55.5         | 44.5    | 100.0 |

4. School Student Enrolment (by Respondents):

|   | Less than 500 | 500-899 | 900 or more | Total |
|---|---------------|---------|-------------|-------|
| N | 119           | 165     | 110         | 394   |
| % | 30.2          | 41.8    | 28.0        | 100.0 |

5. School Student Enrolment (by Schools):

|   | Less than 500 | 500-899 | 900 or more | Total |
|---|---------------|---------|-------------|-------|
| N | 11            | 9       | 7           | 27    |
| % | 40.7          | 33.3    | 26.0        | 100.0 |

6. Sex Distribution of Respondents:

|   | Male | Female | Total |
|---|------|--------|-------|
| N | 212  | 182    | 394   |
| % | 53.8 | 46.2   | 100.0 |

Table 62 (continued)

7. Age Distribution:

| Years: | Less than 30 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55 or more | No Res. | Total |
|--------|--------------|-------|-------|-------|-------|-------|------------|---------|-------|
| N      | 211          | 62    | 39    | 27    | 24    | 9     | 21         | 1       | 394   |
| %      | 53.6         | 15.7  | 9.9   | 6.9   | 6.1   | 2.3   | 5.3        | .3      | 100.0 |

8. Teaching Field:

|   | Humanities | Science | Practical | No Response | Total |
|---|------------|---------|-----------|-------------|-------|
| N | 236        | 85      | 72        | 1           | 394   |
| % | 59.9       | 21.6    | 18.3      | .3          | 100.0 |

9. Teaching Experience:

| Years: | Less than 5 | 5-9  | 10-14 | 15-19 | 20-24 | 25-29 | 30 or more | Total |
|--------|-------------|------|-------|-------|-------|-------|------------|-------|
| N      | 159         | 108  | 54    | 38    | 20    | 9     | 6          | 394   |
| %      | 40.4        | 27.4 | 13.7  | 9.6   | 5.1   | 2.3   | 1.3        | 100.0 |

10. Position Classification:

|   | Sen. Tchr. | Sen. Asst. | Asst. | Temp. Asst. | No Resp. | Total |
|---|------------|------------|-------|-------------|----------|-------|
| N | 47         | 63         | 178   | 97          | 9        | 394   |
| % | 12.0       | 16.0       | 45.2  | 24.6        | 2.3      | 100.0 |

11. Location of Teaching Experience:

|   | Metropolitan only | Country only | Both | No Response | Total |
|---|-------------------|--------------|------|-------------|-------|
| N | 112               | 112          | 164  | 6           | 394   |
| % | 28.4              | 28.4         | 41.6 | 1.5         | 100.0 |



Table 63

Perceived Ideal Deputy-Principal Task Involvement:  
Group Response Frequency Distribution  
by Percentage

| E       | VA   | A    | NA   | NI   | X    | Group  | E       | VA   | A    | NA   | NI   | X    |
|---------|------|------|------|------|------|--------|---------|------|------|------|------|------|
| Task #1 |      |      |      |      |      |        | Task #4 |      |      |      |      |      |
| -       | 23.3 | 56.7 | 6.7  | 13.3 | -    | Insp.  | -       | 23.3 | 46.7 | 16.7 | 13.3 | -    |
| 1.9     | 12.5 | 30.8 | 25.0 | 25.0 | 4.8  | Prin.  | -       | 7.7  | 26.9 | 38.5 | 24.0 | 2.9  |
| -       | 15.5 | 35.2 | 31.0 | 14.1 | 4.2  | D-Pr.  | 4.2     | 9.9  | 33.8 | 36.6 | 15.5 | -    |
| 4.6     | 10.2 | 32.2 | 21.1 | 21.3 | 10.7 | Tchr.  | 1.8     | 7.4  | 33.0 | 25.9 | 22.8 | 9.1  |
| All     |      |      |      |      |      |        |         |      |      |      |      |      |
| 3.3     | 11.9 | 33.6 | 22.2 | 20.7 | 8.3  | Groups | 1.7     | 8.5  | 32.7 | 28.9 | 21.7 | 6.5  |
| Task #2 |      |      |      |      |      |        | Task #5 |      |      |      |      |      |
| 6.7     | -    | 40.0 | 26.7 | 26.7 | -    | Insp.  | -       | 10.0 | 36.7 | 16.7 | 33.3 | 3.3  |
| 5.8     | 5.8  | 28.8 | 32.7 | 23.1 | 3.8  | Prin.  | -       | 4.8  | 26.9 | 29.8 | 29.8 | 8.7  |
| 4.2     | 5.6  | 22.5 | 46.5 | 19.7 | 1.4  | D-Pr.  | 1.4     | 5.6  | 18.3 | 38.0 | 32.4 | 4.2  |
| 4.8     | 11.2 | 28.4 | 26.1 | 23.1 | 6.3  | Tchr.  | 1.3     | 2.8  | 12.9 | 27.7 | 41.1 | 14.2 |
| All     |      |      |      |      |      |        |         |      |      |      |      |      |
| 5.0     | 9.0  | 28.4 | 29.7 | 22.9 | 5.0  | Groups | 1.0     | 3.8  | 17.2 | 28.7 | 37.7 | 11.5 |
| Task #3 |      |      |      |      |      |        | Task #6 |      |      |      |      |      |
| 6.7     | 10.0 | 46.7 | 23.3 | 13.3 | -    | Insp.  | 10.0    | 36.7 | 33.3 | 16.7 | 3.3  | -    |
| 20.2    | 16.3 | 33.7 | 16.3 | 10.6 | 2.9  | Prin.  | 17.3    | 23.1 | 41.3 | 9.6  | 1.0  | 7.7  |
| 18.3    | 4.2  | 46.5 | 25.4 | 4.2  | 1.4  | D-Pr.  | 9.9     | 23.9 | 50.7 | 7.0  | 2.8  | 5.6  |
| 12.2    | 13.2 | 25.1 | 25.1 | 18.8 | 5.6  | Tchr.  | 7.9     | 23.1 | 44.2 | 12.7 | 5.3  | 6.9  |
| All     |      |      |      |      |      |        |         |      |      |      |      |      |
| 14.0    | 12.5 | 30.2 | 23.5 | 15.4 | 4.3  | Groups | 9.8     | 23.9 | 43.9 | 11.7 | 4.2  | 6.5  |

E: Essential

VA: Very Appropriate

A: Appropriate

NA: Not Appropriate

NI: No Involvement

X: No Response

Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X    | Group  | E        | VA   | A    | NA   | NI   | X   |
|----------|------|------|------|------|------|--------|----------|------|------|------|------|-----|
| Task #7  |      |      |      |      |      |        | Task #11 |      |      |      |      |     |
| 13.3     | 36.7 | 43.3 | 6.7  | -    | -    | Insp.  | 3.3      | 23.3 | 60.0 | 6.7  | 6.7  | -   |
| 9.6      | 28.8 | 43.4 | 8.7  | 3.8  | 5.8  | Prin.  | 11.5     | 19.2 | 47.1 | 9.6  | 7.7  | 4.8 |
| 9.9      | 35.2 | 39.4 | 14.1 | 1.4  | -    | D-Pr.  | 7.0      | 22.5 | 49.3 | 16.9 | 1.4  | 2.8 |
| 9.9      | 23.9 | 43.9 | 10.9 | 4.1  | 7.4  | Tchr.  | 9.1      | 14.2 | 40.6 | 21.6 | 6.6  | 7.9 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 10.0     | 26.7 | 43.2 | 10.7 | 3.5  | 5.8  | Groups | 9.0      | 16.5 | 43.7 | 18.2 | 6.2  | 6.3 |
| Task #8  |      |      |      |      |      |        | Task #12 |      |      |      |      |     |
| 3.3      | 20.0 | 60.0 | 16.7 | -    | -    | Insp.  | 26.7     | 46.7 | 23.3 | 3.3  | -    | -   |
| 3.8      | 21.2 | 42.3 | 12.5 | 12.5 | 7.7  | Prin.  | 35.6     | 32.7 | 24.0 | 1.0  | 1.9  | 4.8 |
| 4.2      | 21.1 | 33.8 | 28.2 | 11.3 | 1.4  | D-Pr.  | 42.3     | 35.2 | 19.7 | 1.4  | -    | 1.4 |
| 4.8      | 15.5 | 34.5 | 23.6 | 9.9  | 11.7 | Tchr.  | 21.1     | 31.0 | 33.8 | 6.3  | 3.0  | 4.8 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 4.5      | 17.4 | 37.1 | 21.9 | 10.0 | 9.2  | Groups | 26.4     | 32.6 | 29.9 | 4.7  | 2.3  | 4.2 |
| Task #9  |      |      |      |      |      |        | Task #13 |      |      |      |      |     |
| 46.7     | 36.7 | 13.3 | 3.3  | -    | -    | Insp.  | 6.7      | 13.3 | 20.0 | 43.3 | 16.7 | -   |
| 42.3     | 24.0 | 26.9 | 3.8  | 1.1  | 1.9  | Prin.  | 4.8      | 13.5 | 41.3 | 25.0 | 12.5 | 2.9 |
| 46.5     | 28.2 | 23.9 | 1.4  | -    | -    | D-Pr.  | 5.6      | 4.2  | 22.5 | 46.5 | 19.7 | 1.4 |
| 31.0     | 29.7 | 27.7 | 3.3  | 2.0  | 6.3  | Tchr.  | 3.3      | 6.3  | 21.1 | 38.8 | 28.9 | 1.5 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 35.6     | 28.9 | 26.4 | 3.2  | 1.3  | 4.5  | Groups | 4.0      | 7.7  | 24.7 | 37.6 | 24.5 | 1.5 |
| Task #10 |      |      |      |      |      |        | Task #14 |      |      |      |      |     |
| 26.7     | 46.7 | 16.7 | 10.0 | -    | -    | Insp.  | 23.3     | 43.3 | 33.3 | -    | -    | -   |
| 29.8     | 25.0 | 28.8 | 5.8  | 5.8  | 4.8  | Prin.  | 29.8     | 33.7 | 27.9 | 3.8  | 1.0  | 3.9 |
| 22.5     | 36.6 | 35.2 | 5.6  | -    | -    | D-Pr.  | 29.6     | 26.8 | 38.0 | 2.8  | 1.4  | 1.4 |
| 16.2     | 32.2 | 32.2 | 9.1  | 3.0  | 7.1  | Tchr.  | 18.0     | 24.4 | 37.8 | 9.4  | 5.8  | 4.6 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 19.9     | 32.2 | 31.2 | 8.2  | 3.0  | 5.5  | Groups | 21.7     | 27.2 | 35.9 | 7.2  | 4.2  | 3.9 |

Table 63 (continued)

| E         | VA   | A    | NA   | NI  | X   | Group  | E        | VA   | A    | NA   | NI   | X    |
|-----------|------|------|------|-----|-----|--------|----------|------|------|------|------|------|
| Task #15  |      |      |      |     |     |        | Task #19 |      |      |      |      |      |
| 16.7      | 36.7 | 33.3 | 13.3 | -   | -   | Insp.  | 3.3      | 33.3 | 53.3 | 3.3  | 6.7  | -    |
| 20.2      | 31.7 | 35.6 | 7.7  | 1.9 | 2.9 | Prin.  | 5.8      | 20.2 | 51.0 | 8.7  | 5.8  | 8.7  |
| 22.5      | 25.4 | 39.4 | 9.9  | 1.4 | 1.4 | D-Pr.  | 5.6      | 19.7 | 54.9 | 12.7 | 4.2  | 2.8  |
| 15.5      | 22.5 | 36.8 | 12.4 | 7.6 | 5.6 | Tchr.  | 6.6      | 18.3 | 48.2 | 14.5 | 4.6  | 7.9  |
| All       |      |      |      |     |     |        |          |      |      |      |      |      |
| 17.2      | 24.9 | 36.7 | 11.4 | 5.5 | 4.3 | Groups | 6.2      | 19.5 | 49.7 | 12.7 | 4.8  | 7.0  |
| Task #16: |      |      |      |     |     |        | Task #20 |      |      |      |      |      |
| 40.0      | 30.0 | 26.7 | 3.3  | -   | -   | Insp.  | 3.3      | 30.0 | 50.0 | 13.3 | 3.3  | -    |
| 51.0      | 21.2 | 22.1 | 2.9  | -   | 2.9 | Prin.  | 7.7      | 22.1 | 51.1 | 8.7  | 6.7  | 3.8  |
| 33.8      | 33.8 | 28.2 | 4.2  | -   | -   | D-Pr.  | 7.0      | 16.9 | 54.9 | 14.1 | 5.6  | 1.4  |
| 23.6      | 21.3 | 29.4 | 12.4 | 4.1 | 9.1 | Tchr.  | 6.9      | 16.8 | 48.2 | 16.5 | 5.6  | 6.1  |
| All       |      |      |      |     |     |        |          |      |      |      |      |      |
| 30.4      | 23.2 | 27.9 | 9.3  | 2.7 | 6.5 | Groups | 6.8      | 18.4 | 49.6 | 14.7 | 5.7  | 4.8  |
| Task #17  |      |      |      |     |     |        | Task #21 |      |      |      |      |      |
| 10.0      | 6.7  | 66.7 | 10.0 | 6.7 | -   | Insp.  | -        | 10.0 | 36.7 | 33.3 | 20.0 | -    |
| 22.1      | 19.2 | 40.4 | 7.7  | 7.7 | 2.9 | Prin.  | 1.9      | 6.7  | 35.6 | 33.7 | 16.3 | 5.8  |
| 15.5      | 15.5 | 53.5 | 12.7 | 2.8 | -   | D-Pr.  | 2.8      | 7.0  | 28.2 | 33.8 | 16.9 | 11.3 |
| 10.9      | 16.0 | 38.6 | 23.9 | 7.6 | 3.0 | Tchr.  | 1.8      | 5.1  | 19.5 | 41.4 | 24.4 | 7.9  |
| All       |      |      |      |     |     |        |          |      |      |      |      |      |
| 13.4      | 16.0 | 42.1 | 19.0 | 7.0 | 2.5 | Groups | 1.8      | 5.8  | 24.2 | 38.7 | 21.9 | 7.5  |
| Task #18  |      |      |      |     |     |        | Task #22 |      |      |      |      |      |
| 16.7      | 36.7 | 33.3 | 10.0 | 3.3 | -   | Insp.  | 10.0     | 30.0 | 53.3 | 6.7  | -    | -    |
| 9.6       | 20.2 | 47.1 | 12.5 | 4.8 | 5.8 | Prin.  | 15.4     | 21.2 | 40.4 | 9.6  | 4.8  | 8.7  |
| 5.6       | 19.6 | 62.0 | 11.3 | 2.8 | 1.4 | D-Pr.  | 11.3     | 22.5 | 53.5 | 5.6  | 2.8  | 4.2  |
| 8.9       | 17.5 | 47.0 | 14.5 | 6.3 | 5.8 | Tchr.  | 12.2     | 18.0 | 32.0 | 19.5 | 9.1  | 9.1  |
| All       |      |      |      |     |     |        |          |      |      |      |      |      |
| 9.0       | 18.9 | 48.1 | 13.5 | 5.5 | 5.0 | Groups | 12.5     | 19.7 | 37.1 | 15.5 | 7.2  | 8.0  |



Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X    | Group  | E        | VA   | A    | NA   | NI   | X    |
|----------|------|------|------|------|------|--------|----------|------|------|------|------|------|
| Task #23 |      |      |      |      |      |        | Task #27 |      |      |      |      |      |
| 6.7      | 30.0 | 46.7 | 6.7  | 10.0 | -    | Insp.  | -        | 3.3  | 36.7 | 36.7 | 23.3 | -    |
| 21.2     | 19.2 | 38.5 | 10.6 | 5.8  | 4.8  | Prin.  | 5.8      | 11.5 | 31.7 | 31.7 | 13.5 | 5.8  |
| 8.5      | 25.4 | 45.1 | 12.7 | 8.5  | -    | D-Pr.  | 2.8      | 2.8  | 32.4 | 22.5 | 33.8 | 5.6  |
| 8.6      | 21.1 | 36.0 | 17.8 | 11.9 | 4.6  | Tchr.  | 4.8      | 5.3  | 24.1 | 34.0 | 24.4 | 7.4  |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 10.7     | 21.7 | 38.1 | 15.4 | 10.4 | 3.8  | Groups | 5.5      | 6.0  | 27.0 | 32.4 | 23.5 | 6.5  |
| Task #24 |      |      |      |      |      |        | Task #28 |      |      |      |      |      |
| -        | 6.7  | 26.7 | 50.0 | 16.7 | -    | Insp.  | -        | -    | 26.7 | 60.0 | 13.3 | -    |
| 1.9      | -    | 25.0 | 39.4 | 15.4 | 18.3 | Prin.  | 2.9      | 4.8  | 23.1 | 45.2 | 20.2 | 3.8  |
| 4.2      | 2.8  | 21.1 | 40.1 | 19.7 | 11.3 | D-Pr.  | 2.8      | 1.4  | 19.7 | 45.1 | 28.2 | 2.8  |
| 0.8      | 2.5  | 11.7 | 42.6 | 33.5 | 8.9  | Tchr.  | 1.0      | 3.6  | 18.8 | 42.9 | 29.9 | 3.8  |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 1.3      | 2.3  | 15.9 | 42.2 | 27.9 | 10.4 | Groups | 1.5      | 2.3  | 20.0 | 44.4 | 27.2 | 3.5  |
| Task #25 |      |      |      |      |      |        | Task #29 |      |      |      |      |      |
| -        | 3.3  | 46.7 | 33.3 | 16.7 | -    | Insp.  | 3.3      | 13.3 | 46.7 | 23.3 | 13.3 | -    |
| 5.8      | 9.6  | 36.5 | 24.0 | 12.5 | 11.5 | Prin.  | 12.5     | 25.0 | 37.5 | 10.6 | 8.7  | 5.8  |
| 1.4      | 7.0  | 31.0 | 29.6 | 19.7 | 11.3 | D-Pr.  | 9.9      | 8.5  | 52.1 | 12.7 | 5.6  | 11.3 |
| 1.8      | 4.3  | 22.3 | 35.0 | 28.2 | 8.4  | Tchr.  | 5.6      | 14.5 | 34.3 | 18.3 | 12.2 | 15.2 |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 2.3      | 5.5  | 27.0 | 32.4 | 23.9 | 8.8  | Groups | 7.2      | 15.5 | 37.6 | 16.5 | 10.9 | 12.4 |
| Task #26 |      |      |      |      |      |        | Task #30 |      |      |      |      |      |
| -        | -    | 20.0 | 53.3 | 26.7 | -    | Insp.  | -        | -    | 40.0 | 46.7 | 13.3 | -    |
| 1.0      | 1.0  | 26.9 | 44.2 | 23.1 | 3.8  | Prin.  | 1.0      | 1.9  | 19.2 | 51.0 | 23.1 | 3.8  |
| 1.4      | 2.8  | 25.4 | 42.3 | 28.3 | -    | D-Pr.  | 1.4      | -    | 26.8 | 47.9 | 22.5 | 1.4  |
| 0.8      | 1.0  | 18.5 | 41.9 | 31.2 | 6.6  | Tchr.  | 1.5      | 4.1  | 20.3 | 38.8 | 28.9 | 6.3  |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 0.8      | 1.2  | 20.9 | 42.9 | 29.2 | 5.0  | Groups | 1.3      | 3.0  | 21.9 | 42.4 | 26.4 | 5.0  |

Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X   | Group  | E        | VA   | A    | NA   | NI   | X    |
|----------|------|------|------|------|-----|--------|----------|------|------|------|------|------|
| Task #31 |      |      |      |      |     |        | Task #35 |      |      |      |      |      |
| 3.3      | 10.0 | 40.0 | 20.0 | 20.0 | 6.7 | Insp.  | -        | 3.3  | 23.3 | 53.3 | 20.0 | -    |
| 4.8      | 12.5 | 43.3 | 19.2 | 12.5 | 7.7 | Prin.  | 1.9      | 1.9  | 11.5 | 47.1 | 33.7 | 3.8  |
| 4.2      | 9.9  | 45.1 | 16.9 | 18.3 | 5.6 | D-Pr.  | -        | -    | 7.0  | 54.9 | 38.0 | -    |
| 6.1      | 9.9  | 38.3 | 20.3 | 15.5 | 9.6 | Tchr.  | 3.3      | 2.0  | 12.4 | 36.3 | 40.4 | 5.6  |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 5.5      | 10.4 | 40.2 | 19.7 | 15.5 | 8.7 | Groups | 2.5      | 1.8  | 12.2 | 41.2 | 37.9 | 4.3  |
| Task #32 |      |      |      |      |     |        | Task #36 |      |      |      |      |      |
| 16.7     | 46.7 | 30.0 | 3.3  | 3.3  | -   | Insp.  | 6.7      | 33.3 | 43.3 | 13.3 | 3.3  | -    |
| 11.5     | 21.2 | 42.3 | 14.4 | 4.8  | 5.8 | Prin.  | 22.1     | 27.9 | 28.8 | 11.5 | 6.7  | 2.9  |
| 14.1     | 28.2 | 39.4 | 8.5  | 4.2  | 5.6 | D-Pr.  | 15.5     | 15.5 | 52.1 | 9.9  | 2.8  | 4.2  |
| 15.0     | 18.8 | 36.5 | 15.2 | 10.7 | 3.8 | Tchr.  | 12.4     | 20.6 | 35.0 | 17.5 | 8.4  | 6.1  |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 14.5     | 22.5 | 37.7 | 13.7 | 8.5  | 3.0 | Groups | 14.2     | 21.9 | 36.4 | 15.4 | 7.2  | 5.0  |
| Task #33 |      |      |      |      |     |        | Task #37 |      |      |      |      |      |
| 3.3      | 16.7 | 26.7 | 30.0 | 23.2 | -   | Insp.  | 10.0     | 20.0 | 43.3 | 16.7 | 10.0 | -    |
| 21.2     | 17.3 | 27.9 | 21.9 | 9.6  | 2.9 | Prin.  | 18.3     | 19.2 | 38.5 | 15.4 | 4.8  | 3.8  |
| 21.1     | 12.7 | 38.0 | 16.9 | 9.9  | 1.4 | D-Pr.  | 15.5     | 7.0  | 40.8 | 18.3 | 12.7 | 5.6  |
| 9.4      | 9.6  | 28.9 | 22.1 | 23.1 | 6.9 | Tchr.  | 5.6      | 11.2 | 31.7 | 23.9 | 15.7 | 11.9 |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 12.5     | 11.7 | 29.7 | 21.7 | 19.2 | 5.2 | Groups | 9.2      | 12.5 | 34.6 | 21.4 | 13.2 | 9.2  |
| Task #34 |      |      |      |      |     |        | Task #38 |      |      |      |      |      |
| -        | 26.7 | 26.7 | 36.7 | 10.0 | -   | Insp.  | 6.7      | 16.7 | 33.3 | 40.0 | 3.3  | -    |
| 6.7      | 10.6 | 12.5 | 36.5 | 28.2 | 4.8 | Prin.  | 11.5     | 26.9 | 34.6 | 19.2 | 5.8  | 1.9  |
| -        | 7.0  | 31.0 | 36.6 | 21.1 | 4.2 | D-Pr.  | 4.2      | 9.9  | 42.3 | 29.6 | 14.1 | -    |
| 4.1      | 10.9 | 24.4 | 29.9 | 24.6 | 6.1 | Tchr.  | 4.6      | 11.7 | 28.2 | 32.2 | 18.0 | 5.3  |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 3.8      | 11.2 | 23.2 | 32.2 | 24.2 | 5.3 | Groups | 5.8      | 14.4 | 31.2 | 30.1 | 14.7 | 3.8  |

Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X    | Group  | E        | VA   | A    | NA   | NI   | X    |
|----------|------|------|------|------|------|--------|----------|------|------|------|------|------|
| Task #39 |      |      |      |      |      |        | Task #43 |      |      |      |      |      |
| -        | 23.3 | 23.3 | 30.0 | 23.3 | -    | Insp.  | -        | 3.3  | 26.7 | 26.7 | 43.3 | -    |
| 3.8      | 14.4 | 28.8 | 28.8 | 20.2 | 3.8  | Prin.  | 1.9      | 1.9  | 11.5 | 29.8 | 29.8 | 25.0 |
| 5.6      | 9.9  | 32.4 | 25.4 | 26.8 | -    | D-Pr.  | 1.4      | 2.8  | 11.3 | 31.0 | 33.8 | 19.7 |
| 4.8      | 6.1  | 21.8 | 33.8 | 27.7 | 5.8  | Tchr.  | 2.0      | 2.8  | 9.9  | 23.9 | 42.6 | 18.8 |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 4.5      | 8.8  | 24.4 | 31.7 | 26.0 | 4.5  | Groups | 1.8      | 2.7  | 11.2 | 25.9 | 39.4 | 19.0 |
| Task #40 |      |      |      |      |      |        | Task #44 |      |      |      |      |      |
| 3.3      | 23.3 | 53.3 | 10.0 | 10.0 | -    | Insp.  | 3.3      | 30.0 | 53.3 | 6.7  | 6.7  | -    |
| 3.8      | 10.6 | 18.3 | 18.3 | 17.3 | 31.7 | Prin.  | 18.3     | 27.9 | 40.4 | 7.7  | 3.8  | 1.9  |
| 2.8      | -    | 33.8 | 16.9 | 19.7 | 26.8 | D-Pr.  | 22.5     | 15.5 | 54.9 | 5.6  | -    | 1.4  |
| 3.0      | 7.1  | 24.9 | 16.5 | 22.1 | 26.4 | Tchr.  | 11.4     | 15.5 | 42.9 | 13.7 | 9.4  | 7.1  |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 3.2      | 7.7  | 26.2 | 16.5 | 20.4 | 26.0 | Groups | 13.5     | 18.4 | 44.4 | 11.4 | 7.2  | 5.2  |
| Task #41 |      |      |      |      |      |        | Task #45 |      |      |      |      |      |
| -        | 3.3  | 23.3 | 43.3 | 30.0 | -    | Insp.  | -        | 13.3 | 43.3 | 26.7 | 16.7 | -    |
| 2.9      | -    | 11.5 | 46.2 | 35.6 | 3.8  | Prin.  | 1.0      | 8.7  | 36.5 | 28.8 | 22.1 | 2.9  |
| -        | -    | 14.1 | 47.9 | 36.6 | 1.4  | D-Pr.  | 1.4      | 7.0  | 35.2 | 25.4 | 29.6 | 1.4  |
| 1.0      | 2.5  | 7.1  | 38.3 | 41.9 | 9.1  | Tchr.  | 4.1      | 7.9  | 29.2 | 29.9 | 23.4 | 5.6  |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 1.2      | 1.8  | 9.5  | 41.1 | 39.6 | 6.8  | Groups | 3.0      | 8.2  | 31.9 | 29.0 | 23.5 | 4.3  |
| Task #42 |      |      |      |      |      |        | Task #46 |      |      |      |      |      |
| -        | 43.3 | 36.7 | 6.7  | 13.3 | -    | Insp.  | -        | 6.7  | 30.0 | 36.7 | 26.7 | -    |
| 8.7      | 17.3 | 44.2 | 16.3 | 10.6 | 2.9  | Prin.  | 1.0      | 3.8  | 16.3 | 41.3 | 34.6 | 2.9  |
| 8.5      | 18.3 | 43.7 | 16.9 | 12.7 | -    | D-Pr.  | -        | 1.4  | 21.1 | 39.4 | 36.6 | 1.4  |
| 7.9      | 13.5 | 26.1 | 26.6 | 19.3 | 6.6  | Tchr.  | 2.8      | 5.3  | 14.5 | 28.6 | 33.0 | 5.8  |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 7.7      | 16.2 | 31.9 | 22.7 | 16.7 | 4.8  | Groups | 2.0      | 4.7  | 16.4 | 39.1 | 33.4 | 4.5  |



Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X    | Groups | E        | VA   | A    | NA   | NI   | X    |
|----------|------|------|------|------|------|--------|----------|------|------|------|------|------|
| Task #47 |      |      |      |      |      |        | Task #51 |      |      |      |      |      |
| -        | 10.0 | 43.3 | 30.0 | 16.7 | -    | Insp.  | 6.7      | 23.2 | 50.0 | 16.7 | 3.3  | -    |
| 1.0      | 7.7  | 25.0 | 32.7 | 27.9 | 5.8  | Prin.  | 3.8      | 14.4 | 25.0 | 21.2 | 17.3 | 18.3 |
| 1.4      | 1.4  | 28.2 | 35.2 | 31.0 | 2.8  | D-Pr.  | -        | 7.0  | 28.2 | 31.0 | 14.1 | 19.7 |
| 3.8      | 6.3  | 21.1 | 35.5 | 25.6 | 7.6  | Tchr.  | 5.3      | 6.9  | 25.4 | 38.1 | 22.1 | 2.3  |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 2.8      | 6.2  | 23.7 | 34.7 | 26.2 | 6.3  | Groups | 5.2      | 10.4 | 28.7 | 33.9 | 19.7 | 2.2  |
| Task #48 |      |      |      |      |      |        | Task #52 |      |      |      |      |      |
| 23.3     | 43.3 | 26.7 | 3.3  | 3.3  | -    | Insp.  | -        | 6.7  | 63.3 | 16.7 | 13.3 | -    |
| 34.6     | 34.6 | 27.9 | 1.0  | 1.9  | -    | Prin.  | 2.9      | 4.8  | 28.8 | 31.7 | 15.4 | 16.3 |
| 25.4     | 29.6 | 36.1 | 4.2  | 2.8  | 1.4  | D-Pr.  | 2.8      | 4.2  | 29.6 | 29.6 | 19.7 | 14.1 |
| 18.5     | 24.4 | 42.6 | 7.9  | 2.3  | 4.3  | Tchr.  | 3.6      | 4.3  | 21.1 | 35.8 | 21.6 | 13.7 |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 22.4     | 27.7 | 38.6 | 6.0  | 2.3  | 3.0  | Groups | 3.2      | 4.5  | 25.5 | 33.4 | 19.9 | 13.5 |
| Task #49 |      |      |      |      |      |        | Task #53 |      |      |      |      |      |
| -        | 6.7  | 13.3 | 50.0 | 26.7 | 3.3  | Insp.  | 6.7      | 40.0 | 36.7 | 6.7  | 6.7  | 3.3  |
| -        | 1.9  | 5.8  | 38.5 | 32.7 | 21.2 | Prin.  | 10.6     | 14.4 | 37.5 | 20.2 | 11.5 | 5.8  |
| -        | -    | 7.0  | 36.6 | 43.7 | 12.7 | D-Pr.  | 12.7     | 19.7 | 40.8 | 9.9  | 12.7 | 4.2  |
| 0.8      | 2.0  | 11.9 | 40.9 | 33.8 | 10.7 | Tchr.  | 7.9      | 17.5 | 32.5 | 20.8 | 10.4 | 11.0 |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 0.5      | 2.0  | 10.4 | 40.4 | 34.4 | 12.4 | Groups | 8.8      | 18.4 | 34.6 | 18.7 | 10.7 | 8.9  |
| Task #50 |      |      |      |      |      |        | Task #54 |      |      |      |      |      |
| -        | 6.7  | 20.0 | 36.7 | 36.7 | -    | Insp.  | -        | 3.3  | 20.0 | 46.7 | 23.3 | 6.7  |
| 2.9      | 4.8  | 28.8 | 29.8 | 27.9 | 5.8  | Prin.  | 2.9      | 1.9  | 18.3 | 35.6 | 33.7 | 7.7  |
| 2.8      | 4.2  | 18.3 | 33.8 | 39.4 | 1.4  | D-Pr.  | 1.4      | -    | 16.9 | 36.6 | 38.0 | 7.0  |
| 2.0      | 2.8  | 15.2 | 31.5 | 41.1 | 7.4  | Tchr.  | 2.0      | 2.8  | 13.5 | 31.7 | 34.8 | 15.2 |
| All      |      |      |      |      |      |        |          |      |      |      |      |      |
| 2.2      | 3.5  | 18.2 | 31.7 | 38.4 | 6.0  | Groups | 2.0      | 2.3  | 15.0 | 33.7 | 34.4 | 12.5 |

Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X   | Group  | E        | VA   | A    | NA   | NI   | X    |
|----------|------|------|------|------|-----|--------|----------|------|------|------|------|------|
| Task #55 |      |      |      |      |     |        | Task #59 |      |      |      |      |      |
| 3.0      | 43.3 | 33.3 | 13.3 | 6.7  | -   | Insp.  | -        | 33.3 | 46.7 | 20.0 | -    | -    |
| 2.9      | 11.5 | 30.8 | 22.1 | 26.9 | 5.8 | Prin.  | 17.3     | 24.0 | 34.6 | 13.5 | 7.7  | 2.9  |
| 4.2      | 8.5  | 39.4 | 25.4 | 21.1 | 1.4 | D-Pr.  | 15.5     | 28.2 | 47.9 | 8.5  | -    | -    |
| 5.3      | 8.1  | 28.4 | 29.4 | 21.3 | 7.4 | Tchr.  | 9.9      | 11.4 | 36.3 | 21.3 | 10.4 | 10.7 |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 4.7      | 10.5 | 30.4 | 26.9 | 21.5 | 6.0 | Groups | 11.4     | 16.7 | 37.9 | 18.4 | 8.2  | 7.5  |
| Task #56 |      |      |      |      |     |        | Task #60 |      |      |      |      |      |
| -        | 40.0 | 50.0 | 10.0 | -    | -   | Insp.  | 3.3      | 3.3  | 23.3 | 40.0 | 30.0 | -    |
| 30.8     | 20.2 | 33.7 | 10.6 | 4.8  | -   | Prin.  | 3.8      | 6.7  | 28.8 | 28.8 | 17.3 | 14.4 |
| 19.7     | 21.1 | 38.0 | 16.9 | 4.2  | -   | D-Pr.  | 1.4      | 1.4  | 23.9 | 26.8 | 32.4 | 14.1 |
| 33.5     | 22.2 | 25.4 | 10.9 | 5.8  | 2.3 | Tchr.  | 3.3      | 6.1  | 18.8 | 28.9 | 27.4 | 13.5 |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 29.7     | 22.5 | 29.5 | 11.5 | 5.2  | 1.5 | Groups | 4.5      | 5.5  | 21.4 | 29.2 | 26.4 | 13.0 |
| Task #57 |      |      |      |      |     |        | Task #61 |      |      |      |      |      |
| 6.7      | 16.7 | 40.0 | 23.3 | 13.3 | -   | Insp.  | 3.3      | 10.0 | 30.0 | 40.0 | 16.7 | -    |
| 9.6      | 19.2 | 37.5 | 19.2 | 14.4 | -   | Prin.  | 3.8      | 23.1 | 29.8 | 22.1 | 19.2 | 1.9  |
| 11.3     | 14.1 | 38.0 | 29.6 | 7.0  | -   | D-Pr.  | 5.6      | 22.5 | 40.8 | 11.3 | 18.3 | 1.4  |
| 10.4     | 11.7 | 38.8 | 24.6 | 8.9  | 5.6 | Tchr.  | 9.1      | 13.2 | 35.0 | 26.9 | 13.2 | 2.5  |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 10.2     | 13.5 | 38.6 | 24.2 | 9.8  | 3.7 | Groups | 7.5      | 15.9 | 34.6 | 24.9 | 15.0 | 2.2  |
| Task #58 |      |      |      |      |     |        | Task #62 |      |      |      |      |      |
| 16.7     | 33.3 | 30.0 | 20.0 | -    | -   | Insp.  | 10.0     | 30.0 | 46.7 | 10.0 | 3.3  | -    |
| 28.8     | 22.1 | 29.8 | 14.4 | 1.9  | 2.9 | Prin.  | 9.6      | 29.8 | 26.9 | 12.5 | 8.7  | 12.5 |
| 18.3     | 32.4 | 35.2 | 11.3 | 1.4  | 1.4 | D-Pr.  | 9.9      | 28.2 | 33.8 | 8.5  | 1.4  | 18.3 |
| 15.0     | 22.8 | 37.3 | 15.5 | 4.1  | 5.3 | Tchr.  | 11.4     | 15.0 | 33.8 | 15.0 | 7.6  | 17.3 |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 17.9     | 24.4 | 35.4 | 15.0 | 3.2  | 4.2 | Group  | 10.9     | 19.9 | 33.2 | 13.5 | 6.8  | 15.7 |

Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X   | Group  | E        | VA   | A    | NA   | NI   | X    |
|----------|------|------|------|------|-----|--------|----------|------|------|------|------|------|
| Task #63 |      |      |      |      |     |        | Task #67 |      |      |      |      |      |
| -        | -    | 13.3 | 50.0 | 36.7 | -   | Insp.  | 10.0     | 26.7 | 46.7 | 13.3 | 3.3  | -    |
| -        | 2.9  | 14.4 | 40.4 | 36.5 | 5.8 | Prin.  | 15.4     | 26.9 | 38.5 | 10.6 | 4.8  | 3.8  |
| 2.8      | 1.4  | 8.5  | 46.5 | 39.4 | 1.4 | D-Pr.  | 8.5      | 21.1 | 46.5 | 21.1 | 2.8  | -    |
| 1.3      | 1.3  | 9.6  | 40.4 | 43.1 | 4.3 | Tchr.  | 8.6      | 15.5 | 45.2 | 20.6 | 6.9  | 3.3  |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 1.2      | 1.5  | 10.5 | 41.6 | 41.2 | 4.0 | Groups | 9.8      | 18.7 | 44.2 | 18.5 | 5.8  | 2.8  |
| Task #64 |      |      |      |      |     |        | Task #68 |      |      |      |      |      |
| 6.7      | 33.3 | 53.3 | 3.3  | 3.3  | -   | Insp.  | -        | 16.7 | 53.3 | 26.7 | 3.3  | -    |
| 15.4     | 41.3 | 34.6 | 3.8  | 1.9  | 2.9 | Prin.  | 9.6      | 12.5 | 28.8 | 15.4 | 7.7  | 26.0 |
| 16.9     | 32.4 | 45.1 | 5.6  | -    | -   | D-Pr.  | 5.6      | 18.3 | 43.7 | 11.3 | -    | 21.1 |
| 14.5     | 21.8 | 41.1 | 12.7 | 6.6  | 3.3 | Tchr.  | 5.3      | 10.9 | 27.4 | 20.3 | 16.3 | 19.8 |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 14.5     | 27.0 | 41.1 | 9.8  | 4.8  | 2.7 | Groups | 5.8      | 12.4 | 30.9 | 18.7 | 12.2 | 20.0 |
| Task #65 |      |      |      |      |     |        | Task #69 |      |      |      |      |      |
| 3.3      | 26.7 | 43.3 | 26.7 | -    | -   | Insp.  | -        | 40.0 | 46.7 | 13.3 | -    | -    |
| 21.2     | 36.5 | 24.0 | 7.7  | 4.8  | 5.8 | Prin.  | 10.6     | 27.9 | 42.3 | 9.6  | 5.8  | 3.9  |
| 16.9     | 33.8 | 42.3 | 7.0  | -    | -   | D-Pr.  | 8.5      | 28.2 | 53.5 | 7.0  | 2.8  | -    |
| 14.0     | 24.6 | 35.3 | 16.5 | 5.1  | 4.6 | Tchr.  | 6.3      | 20.6 | 40.4 | 20.3 | 7.6  | 4.8  |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 15.0     | 27.9 | 34.6 | 14.4 | 4.2  | 4.0 | Groups | 7.0      | 23.7 | 42.6 | 16.5 | 6.3  | 3.8  |
| Task #66 |      |      |      |      |     |        | Task #70 |      |      |      |      |      |
| 3.3      | 53.3 | 36.7 | 6.7  | -    | -   | Insp.  | -        | -    | 40.0 | 40.0 | 20.0 | -    |
| 38.5     | 34.6 | 22.1 | 2.9  | -    | 1.9 | Prin.  | 1.9      | 1.9  | 21.2 | 30.8 | 14.4 | 29.8 |
| 23.9     | 43.7 | 28.2 | 2.8  | 1.4  | -   | D-Pr.  | -        | 2.8  | 25.4 | 29.6 | 11.3 | 31.0 |
| 23.6     | 32.0 | 36.3 | 4.1  | 1.3  | 2.8 | Tchr.  | 2.8      | 4.8  | 24.9 | 39.8 | 23.4 | 4.3  |
| All      |      |      |      |      |     |        |          |      |      |      |      |      |
| 25.2     | 34.9 | 32.9 | 3.8  | 1.0  | 2.2 | Groups | 2.7      | 5.2  | 27.5 | 39.6 | 21.0 | 4.0  |



Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X    | Group  | E        | VA   | A    | NA   | NI   | X   |
|----------|------|------|------|------|------|--------|----------|------|------|------|------|-----|
| Task #71 |      |      |      |      |      |        | Task #75 |      |      |      |      |     |
| -        | 13.3 | 43.3 | 23.3 | 13.3 | 6.7  | Insp.  | -        | 20.0 | 63.3 | 13.3 | 3.3  | -   |
| 1.9      | 11.5 | 40.4 | 26.0 | 14.4 | 5.8  | Prin.  | 3.8      | 21.2 | 43.3 | 17.3 | 9.6  | 4.8 |
| 1.4      | 8.5  | 40.8 | 31.0 | 12.7 | 5.6  | D-Pr.  | 1.4      | 28.2 | 46.5 | 19.7 | 4.2  | -   |
| 7.4      | 12.4 | 38.6 | 22.1 | 10.9 | 8.6  | Tchr.  | 9.1      | 14.5 | 35.3 | 29.4 | 8.1  | 3.6 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 5.3      | 11.9 | 39.4 | 23.9 | 11.9 | 7.7  | Groups | 6.8      | 17.5 | 39.4 | 25.4 | 7.7  | 3.2 |
| Task #72 |      |      |      |      |      |        | Task #76 |      |      |      |      |     |
| -        | -    | 6.7  | 43.3 | 46.7 | 3.3  | Insp.  | 6.7      | 16.7 | 30.0 | 26.7 | 20.0 | -   |
| -        | -    | 7.7  | 43.3 | 38.5 | 10.6 | Prin.  | 14.4     | 16.3 | 26.9 | 21.2 | 19.2 | 1.9 |
| -        | -    | 9.9  | 40.8 | 40.8 | 8.5  | D-Pr.  | 16.9     | 21.1 | 31.0 | 19.7 | 9.9  | 1.4 |
| 1.8      | 1.3  | 7.6  | 34.3 | 41.6 | 13.5 | Tchr.  | 7.9      | 11.9 | 27.2 | 32.7 | 16.0 | 4.3 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 1.2      | 0.8  | 7.8  | 37.1 | 41.2 | 11.9 | Groups | 10.0     | 14.0 | 27.7 | 28.9 | 16.0 | 3.3 |
| Task #73 |      |      |      |      |      |        | Task #74 |      |      |      |      |     |
| 3.3      | 16.7 | 4.3  | 23.3 | 13.3 | -    | Insp.  | 3.3      | 13.3 | 53.3 | 16.7 | 13.3 | -   |
| 1.1      | 9.6  | 32.7 | 28.8 | 21.2 | 6.7  | Prin.  | 4.8      | 14.4 | 32.7 | 26.0 | 20.2 | 1.9 |
| 1.4      | 14.1 | 46.5 | 22.5 | 7.0  | 8.5  | D-Pr.  | 11.3     | 14.1 | 38.0 | 26.8 | 7.0  | 2.8 |
| 5.3      | 9.6  | 29.9 | 31.0 | 16.9 | 7.4  | Tchr.  | 6.6      | 8.4  | 30.5 | 29.9 | 15.2 | 9.4 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 4.0      | 10.5 | 33.1 | 29.2 | 16.2 | 7.0  | Groups | 6.7      | 10.4 | 32.9 | 28.2 | 15.0 | 6.8 |
| Task #74 |      |      |      |      |      |        | Task #78 |      |      |      |      |     |
| 16.7     | 30.0 | 40.0 | 10.0 | 3.3  | -    | Insp.  | 20.0     | 50.0 | 30.0 | -    | -    | -   |
| 38.5     | 25.0 | 26.9 | 5.8  | 1.0  | 2.9  | Prin.  | 30.8     | 32.7 | 26.0 | 2.9  | 1.0  | 6.7 |
| 35.2     | 9.9  | 40.8 | 9.9  | 2.8  | 1.4  | D-Pr.  | 40.8     | 25.4 | 25.4 | 4.2  | -    | 4.2 |
| 17.8     | 17.5 | 40.9 | 15.7 | 5.8  | 2.3  | Tchr.  | 15.5     | 23.1 | 38.3 | 10.9 | 5.3  | 6.9 |
| All      |      |      |      |      |      |        |          |      |      |      |      |     |
| 23.4     | 18.5 | 38.4 | 13.0 | 4.5  | 2.2  | Groups | 21.4     | 26.4 | 34.2 | 8.2  | 3.7  | 6.2 |

Table 63 (continued)

| E        | VA   | A    | NA   | NI   | X    | Group  | E        | VA   | A    | NA   | NI  | X   |
|----------|------|------|------|------|------|--------|----------|------|------|------|-----|-----|
| Task #79 |      |      |      |      |      |        | Task #83 |      |      |      |     |     |
| 10.0     | 53.3 | 30.0 | 6.7  | -    | -    | Insp.  | 30.0     | 50.0 | 20.0 | -    | -   | -   |
| 31.7     | 39.4 | 25.0 | 1.9  | -    | 1.9  | Prin.  | 23.1     | 36.5 | 33.7 | 4.8  | 1.0 | 1.0 |
| 38.0     | 33.8 | 25.4 | 2.8  | -    | -    | D-Pr.  | 22.5     | 50.7 | 23.9 | 2.8  | -   | -   |
| 15.0     | 25.4 | 40.4 | 11.9 | 4.6  | 2.9  | Tchr.  | 15.0     | 28.9 | 35.8 | 12.2 | 4.3 | 3.8 |
| All      |      |      |      |      |      |        |          |      |      |      |     |     |
| 20.4     | 30.2 | 35.4 | 8.8  | 3.0  | 2.2  | Groups | 18.0     | 33.9 | 33.2 | 9.2  | 3.0 | 2.7 |
| Task #80 |      |      |      |      |      |        | Task #84 |      |      |      |     |     |
| 6.7      | 30.0 | 46.7 | 10.0 | 3.3  | 3.3  | Insp.  | 23.3     | 36.7 | 20.0 | 16.7 | 3.3 | -   |
| 24.4     | 28.8 | 19.2 | 18.3 | 8.7  | 1.0  | Prin.  | 26.0     | 20.2 | 37.5 | 9.6  | 5.8 | 1.0 |
| 21.1     | 16.9 | 40.8 | 16.9 | 2.8  | 1.4  | D-Pr.  | 19.7     | 29.6 | 35.2 | 12.7 | -   | 2.8 |
| 15.0     | 21.6 | 34.8 | 18.0 | 6.9  | 3.8  | Tchr.  | 19.5     | 21.8 | 35.0 | 16.0 | 4.6 | 3.0 |
| All      |      |      |      |      |      |        |          |      |      |      |     |     |
| 16.9     | 22.7 | 33.4 | 17.5 | 6.5  | 3.0  | Groups | 20.9     | 23.2 | 34.7 | 14.5 | 4.2 | 2.5 |
| Task #81 |      |      |      |      |      |        | Task #85 |      |      |      |     |     |
| 30.0     | 43.3 | 26.7 | -    | -    | -    | Insp.  | 63.3     | 30.0 | 3.3  | -    | 3.3 | -   |
| 36.5     | 27.9 | 26.0 | 4.8  | 3.8  | 1.0  | Prin.  | 52.9     | 17.3 | 19.2 | 4.8  | 2.9 | 2.9 |
| 32.4     | 40.8 | 25.4 | 1.4  | -    | -    | D-Pr.  | 54.9     | 26.8 | 9.9  | 1.4  | 2.8 | 4.2 |
| 19.3     | 28.9 | 31.7 | 11.9 | 4.8  | 3.3  | Tchr.  | 36.3     | 25.9 | 20.3 | 8.1  | 4.3 | 5.1 |
| All      |      |      |      |      |      |        |          |      |      |      |     |     |
| 24.4     | 30.9 | 29.7 | 8.8  | 3.8  | 2.3  | Groups | 42.7     | 24.7 | 18.0 | 6.3  | 3.8 | 4.3 |
| Task #82 |      |      |      |      |      |        | Task #86 |      |      |      |     |     |
| 16.7     | 30.0 | 33.3 | 16.7 | 3.3  | -    | Insp.  | 33.3     | 46.7 | 20.0 | -    | -   | -   |
| 14.4     | 26.9 | 32.7 | 10.6 | 9.6  | 5.8  | Prin.  | 40.4     | 38.5 | 19.2 | 1.0  | 1.0 | -   |
| 15.5     | 19.7 | 36.6 | 11.3 | 5.6  | 11.3 | D-Pr.  | 32.4     | 42.3 | 21.1 | 2.8  | -   | 1.4 |
| 6.9      | 13.2 | 20.3 | 23.1 | 18.8 | 17.8 | Tchr.  | 27.4     | 25.6 | 37.8 | 5.8  | 1.8 | 2.0 |
| All      |      |      |      |      |      |        |          |      |      |      |     |     |
| 9.7      | 17.2 | 25.0 | 19.2 | 14.9 | 14.0 | Groups | 30.6     | 30.9 | 31.7 | 4.3  | 1.0 | 1.5 |

Table 63 (continued)

| E        | VA   | A    | NA  | NI  | X   | Group  | E        | VA   | A    | NA   | NI  | X   |
|----------|------|------|-----|-----|-----|--------|----------|------|------|------|-----|-----|
| Task #87 |      |      |     |     |     |        | Task #88 |      |      |      |     |     |
| 23.3     | 30.0 | 43.3 | 3.3 | -   | -   | Insp.  | 30.0     | 40.0 | 26.7 | -    | 3.3 | -   |
| 36.5     | 32.7 | 26.0 | 2.9 | 1.0 | 1.0 | Prin.  | 29.8     | 38.5 | 25.0 | 1.9  | 1.9 | 2.9 |
| 28.2     | 33.8 | 33.8 | 1.4 | 2.8 | -   | D-Pr.  | 21.1     | 29.6 | 35.2 | 7.0  | 2.8 | 4.2 |
| 20.1     | 21.3 | 38.8 | 9.9 | 3.3 | 6.6 | Tchr.  | 21.3     | 21.6 | 33.2 | 14.5 | 6.3 | 3.0 |
| All      |      |      |     |     |     |        |          |      |      |      |     |     |
| 24.0     | 25.2 | 36.2 | 7.2 | 2.8 | 4.5 | Groups | 23.2     | 26.4 | 31.7 | 10.7 | 5.0 | 3.0 |



Table 64.

Perceived Task Importance: Kolmogorov-Smirnov  
Two-Sample Test Between Pairs of Respondent  
Groups and Associated Critical D Values

|                            |    | Sig. Level | I-P    | I-D  | I-T    | P-D  | P-T    | D-T    |
|----------------------------|----|------------|--------|------|--------|------|--------|--------|
| D $\infty$ .01             |    |            | .338   | .355 | .308   | .251 | .180   | .210   |
| D $\infty$ .05             |    |            | .282   | .296 | .257   | .209 | .150   | .175   |
| Task #                     |    |            |        |      |        |      |        |        |
| Clerical<br>and<br>Office  | 1  |            | .126   | .136 | .223   | .044 | .097   | .086   |
|                            | 2  |            | .109   | .103 | .316*  | .139 | .207*  | .334*  |
|                            | 3  |            | .149   | .010 | .321*  | .139 | .228*  | .313*  |
|                            | 4  |            | .089   | .067 | .278** | .067 | .222*  | .239*  |
|                            | 5  |            | .084   | .074 | .271** | .035 | .240*  | .205** |
| Comm.<br>Relations         | 6  |            | .087   | .087 | .069   | .066 | .075   | .053   |
|                            | 7  |            | .151   | .201 | .208   | .050 | .059   | .085   |
|                            | 8  |            | .069   | .142 | .148   | .073 | .080   | .089   |
|                            | 9  |            | .058   | .058 | .145   | .028 | .104   | .132   |
|                            | 10 |            | .164   | .209 | .248   | .089 | .188*  | .099   |
| Curric.<br>and<br>Sp. Ser. | 11 |            | .070   | .170 | .232   | .123 | .186*  | .132   |
|                            | 12 |            | .058   | .032 | .151   | .047 | .096   | .143   |
|                            | 13 |            | .064   | .007 | .133   | .071 | .085   | .140   |
|                            | 14 |            | .087   | .122 | .180   | .035 | .092   | .058   |
|                            | 15 |            | .257   | .216 | .325*  | .047 | .068   | .109   |
| Extracurric.<br>Activities | 16 |            | .044   | .106 | .227   | .108 | .194*  | .240*  |
|                            | 17 |            | .196   | .203 | .104   | .052 | .166** | .182** |
|                            | 18 |            | .147   | .154 | .124   | .024 | .107   | .120   |
|                            | 19 |            | .131   | .094 | .083   | .082 | .087   | .125   |
|                            | 20 |            | .174   | .229 | .113   | .055 | .072   | .118   |
|                            | 21 |            | .180   | .216 | .088   | .049 | .129   | .165   |
|                            | 22 |            | .108   | .133 | .155   | .091 | .066   | .063   |
|                            | 23 |            | .104   | .096 | .076   | .099 | .099   | .127   |
|                            | 24 |            | .261   | .133 | .192   | .148 | .157** | .080   |
|                            | 25 |            | .183   | .133 | .180   | .076 | .060   | .072   |
|                            | 26 |            | .144   | .116 | .112   | .058 | .034   | .061   |
|                            | 27 |            | .092   | .083 | .073   | .009 | .045   | .041   |
|                            | 28 |            | .162   | .068 | .093   | .129 | .069   | .062   |
|                            | 29 |            | .285** | .181 | .129   | .104 | .256*  | .152   |
|                            | 30 |            | .223   | .148 | .184   | .091 | .162** | .139   |

Table 64 (continued)

|                          |    | Sig. Level | I-P    | I-D    | I-T    | P-D  | P-T    | D-T    |
|--------------------------|----|------------|--------|--------|--------|------|--------|--------|
| D $\infty$ .01           |    |            | .338   | .355   | .308   | .251 | .180   | .210   |
| D $\infty$ .05           |    |            | .282   | .296   | .257   | .209 | .150   | .175   |
| Task #                   |    |            |        |        |        |      |        |        |
| Extra-Curric. Activities | 31 |            | .328** | .339** | .225   | .054 | .102   | .132   |
|                          | 32 |            | .135   | .100   | .183   | .080 | .087   | .167   |
| School Management        | 33 |            | .272   | .371*  | .154   | .105 | .170** | .270*  |
|                          | 34 |            | .249   | .148   | .186   | .027 | .221*  | .248*  |
|                          | 35 |            | .276   | .196   | .169   | .080 | .203*  | .163   |
|                          | 36 |            | .181   | .193   | .088   | .062 | .115   | .148   |
|                          | 37 |            | .096   | .261   | .292** | .165 | .252*  | .124   |
|                          | 38 |            | .046   | .035   | .228   | .038 | .182*  | .209** |
|                          | 39 |            | .204   | .299** | .127   | .094 | .213*  | .303*  |
|                          | 40 |            | .313** | .300** | .313*  | .067 | .100   | .087   |
|                          | 41 |            | .233   | .284   | .098   | .096 | .175** | .226*  |
|                          | 42 |            | .124   | .161   | .242   | .144 | .197*  | .326*  |
|                          | 43 |            | .321** | .333** | .347*  | .100 | .139   | .066   |
|                          | 44 |            | .188   | .342** | .088   | .157 | .116   | .258*  |
|                          | 45 |            | .272   | .313   | .139   | .043 | .132   | .174   |
|                          | 46 |            | .187   | .186   | .247   | .110 | .220*  | .279*  |
|                          | 47 |            | .134   | .103   | .188   | .072 | .156** | .171   |
|                          | 48 |            | .058   | .035   | .197   | .029 | .196*  | .183** |
|                          | 49 |            | .169   | .204   | .111   | .064 | .103   | .093   |
|                          | 50 |            | .320** | .284   | .114   | .044 | .206*  | .170   |
|                          | 51 |            | .202   | .203   | .281   | .041 | .120   | .161   |
|                          | 52 |            | .212   | .175   | .233   | .094 | .099   | .193** |
|                          | 53 |            | .166   | .241   | .116   | .075 | .184*  | .226*  |
| Student Personnel        | 54 |            | .097   | .099   | .088   | .056 | .097   | .093   |
|                          | 55 |            | .276   | .187   | .386*  | .089 | .307*  | .304*  |
|                          | 56 |            | .151   | .217   | .065   | .067 | .119   | .186** |
|                          | 57 |            | .029   | .067   | .198   | .080 | .227*  | .171   |
|                          | 58 |            | .151   | .057   | .269** | .100 | .118   | .213*  |
|                          | 59 |            | .172   | .129   | .321*  | .089 | .205*  | .239*  |
|                          | 60 |            | .192   | .159   | .142   | .038 | .107   | .069   |
|                          | 61 |            | .114   | .184   | .077   | .070 | .181*  | .251*  |
|                          | 62 |            | .221   | .203   | .291** | .060 | .159** | .215*  |
|                          | 63 |            | .099   | .116   | .053   | .111 | .067   | .105   |

Table 64 (continued)

|                      |    | Sig. Level | I-P    | I-D    | I-T    | P-D  | P-T    | D-T    |
|----------------------|----|------------|--------|--------|--------|------|--------|--------|
| D $\infty$ .01       |    |            | .338   | .355   | .308   | .251 | .180   | .210   |
| D $\infty$ .05       |    |            | .282   | .296   | .257   | .209 | .150   | .175   |
| Task #               |    |            |        |        |        |      |        |        |
| Student<br>Personnel | 64 |            | .242   | .239   | .077   | .066 | .166   | .224*  |
|                      | 65 |            | .053   | .128   | .041   | .149 | .083   | .161   |
|                      | 66 |            | .163   | .190   | .033   | .086 | .132   | .159   |
|                      | 67 |            | .146   | .055   | .273** | .090 | .127   | .218*  |
|                      | 68 |            | .275   | .248   | .298** | .033 | .105   | .078   |
|                      | 69 |            | .085   | .091   | .175   | .042 | .157** | .199** |
|                      | 70 |            | .295** | .326** | .133   | .033 | .162** | .193** |
|                      | 71 |            | .219   | .222   | .083   | .067 | .149   | .138   |
|                      | 72 |            | .167   | .087   | .099   | .080 | .094   | .074   |
|                      | 73 |            | .112   | .061   | .134   | .061 | .110   | .073   |
| Teacher<br>Personnel | 74 |            | .115   | .138   | .122   | .047 | .212*  | .234*  |
|                      | 75 |            | .122   | .093   | .123   | .100 | .028   | .101   |
|                      | 76 |            | .062   | .165   | .161   | .104 | .180   | .283*  |
|                      | 77 |            | .062   | .054   | .222   | .041 | .238*  | .197** |
|                      | 78 |            | .133   | .280   | .127   | .147 | .180*  | .293*  |
|                      | 79 |            | .224   | .304** | .167   | .080 | .275*  | .325*  |
|                      | 80 |            | .220   | .300** | .226   | .080 | .271*  | .333*  |
|                      | 81 |            | .092   | .054   | .215   | .038 | .245*  | .258*  |
|                      | 82 |            | .094   | .155   | .459*  | .102 | .409*  | .320*  |
|                      | 83 |            | .102   | .045   | .324*  | .080 | .222*  | .280*  |
|                      | 84 |            | .073   | .088   | .225   | .050 | .152** | .136   |
|                      | 85 |            | .163   | .101   | .226   | .062 | .129   | .124   |
|                      | 86 |            | .147   | .168   | .251   | .021 | .139   | .134   |
|                      | 87 |            | .019   | .013   | .224   | .024 | .227*  | .229*  |
|                      | 88 |            | .103   | .094   | .196   | .081 | .094   | .175** |

\*Significant at .01 level of probability.

\*\*Significant at .05 level of probability.



Table 65

Deputy-Principal Ideal Task Involvement:  
Kolmogorov-Smirnov Two-Sample Test  
Between Pairs of Respondent Groups  
and Associated Critical D Values

|                                 |    | Sig. Level | I-P   | I-D    | I-T    | P-D   | P-T    | D-T    |
|---------------------------------|----|------------|-------|--------|--------|-------|--------|--------|
| D $\infty$ .01                  |    |            | .338  | .355   | .308   | .251  | .180   | .210   |
| D $\infty$ .05                  |    |            | .282  | .296   | .257   | .209  | .150   | .175   |
| Task #                          |    |            |       |        |        |       |        |        |
| Clerical<br>and<br>Office       | 1  |            | .344* | .293   | .329*  | .118  | .058   | .135   |
|                                 | 2  |            | .059  | .143   | .094   | .084  | .044   | .121   |
|                                 | 3  |            | .202  | .116   | .127   | .144  | .193*  | .185** |
|                                 | 4  |            | .350* | .221   | .278** | .129  | .073   | .163   |
|                                 | 5  |            | .146  | .213   | .296** | .067  | .164** | .186** |
| Community<br>Relations          | 6  |            | .078  | .129   | .156   | .076  | .097   | .092   |
|                                 | 7  |            | .112  | .088   | .162   | .083  | .050   | .112   |
|                                 | 8  |            | .204  | .242   | .284** | .088  | .130   | .103   |
|                                 | 9  |            | .163  | .087   | .225   | .077  | .117   | .154   |
|                                 | 10 |            | .180  | .142   | .247   | .107  | .138   | .135   |
|                                 | 11 |            | .083  | .078   | .225   | .084  | .145   | .148   |
| Curric.<br>and<br>Sp. Ser.      | 12 |            | .093  | .156   | .212   | .085  | .168** | .253*  |
|                                 | 13 |            | .202  | .101   | .136   | .278* | .294*  | .092   |
|                                 | 14 |            | .078  | .103   | .242   | .077  | .216*  | .142   |
|                                 | 15 |            | .049  | .059   | .157   | .045  | .148   | .130   |
|                                 | 16 |            | .115  | .062   | .252   | .177  | .280*  | .228*  |
|                                 | 17 |            | .251  | .143   | .177   | .108  | .159** | .189** |
|                                 | 18 |            | .232  | .308** | .269** | .078  | .036   | .110   |
|                                 | 19 |            | .133  | .113   | .167   | .075  | .034   | .070   |
|                                 | 20 |            | .073  | .094   | .113   | .062  | .086   | .069   |
|                                 | 21 |            | .058  | .111   | .202   | .066  | .182*  | .116   |
|                                 | 22 |            | .166  | .070   | .310*  | .106  | .144   | .250*  |
|                                 | 23 |            | .147  | .045   | .174   | .129  | .127   | .130   |
| Extra-<br>Curric.<br>Activities | 24 |            | .184  | .143   | .256   | .072  | .112   | .132   |
|                                 | 25 |            | .122  | .143   | .215   | .120  | .230*  | .109   |
|                                 | 26 |            | .091  | .096   | .110   | .039  | .105   | .095   |
|                                 | 27 |            | .141  | .161   | .082   | .200  | .152** | .079   |

Table 65 (continued)

|                                 |    | Sig. Level     | I-P    | I-D    | I-T    | P-D    | P-T    | D-T   |
|---------------------------------|----|----------------|--------|--------|--------|--------|--------|-------|
|                                 |    | D $\infty$ .01 | .338   | .355   | .308   | .251   | .180   | .210  |
|                                 |    | D $\infty$ .05 | .282   | .296   | .257   | .209   | .150   | .175  |
|                                 |    | Task #         |        |        |        |        |        |       |
| Extra-<br>Curric.<br>Activities | 28 |                | .109   | .177   | .203   | .071   | .093   | .026  |
|                                 | 29 |                | .212   | .113   | .150   | .196   | .203*  | .160  |
|                                 | 30 |                | .177   | .118   | .218   | .058   | .079   | .112  |
|                                 | 31 |                | .069   | .058   | .028   | .036   | .055   | .044  |
|                                 | 32 |                | .284** | .154   | .295** | .129   | .082   | .168  |
| School<br>Management            | 33 |                | .203   | .252   | .069   | .050   | .198*  | .237* |
|                                 | 34 |                | .240   | .196   | .205   | .104   | .093   | .080  |
|                                 | 35 |                | .179   | .196   | .258** | .085   | .079   | .108  |
|                                 | 36 |                | .157   | .090   | .151   | .195   | .174** | .149  |
|                                 | 37 |                | .084   | .100   | .247   | .153   | .281*  | .148  |
|                                 | 38 |                | .171   | .108   | .201   | .248** | .293*  | .118  |
|                                 | 39 |                | .049   | .078   | .138   | .039   | .147   | .151  |
|                                 | 40 |                | .470*  | .434*  | .449*  | .117   | .046   | .074  |
|                                 | 41 |                | .121   | .126   | .209   | .029   | .111   | .129  |
|                                 | 42 |                | .171   | .166   | .324*  | .029   | .223*  | .228* |
|                                 | 43 |                | .252   | .197   | .186   | .055   | .067   | .078  |
|                                 | 44 |                | .151   | .192   | .167   | .086   | .196** | .230* |
|                                 | 45 |                | .101   | .143   | .154   | .057   | .054   | .042  |
|                                 | 46 |                | .153   | .141   | .140   | .034   | .033   | .067  |
|                                 | 47 |                | .194   | .223   | .220   | .059   | .028   | .074  |
|                                 | 48 |                | .116   | .117   | .237   | .150   | .269*  | .119  |
|                                 | 49 |                | .244   | .263   | .143   | .087   | .107   | .121  |
|                                 | 50 |                | .102   | .042   | .117   | .115   | .168** | .075  |
|                                 | 51 |                | .256   | .279   | .423*  | .064   | .167** | .145  |
|                                 | 52 |                | .331** | .334** | .410*  | .024   | .079   | .076  |
|                                 | 53 |                | .214   | .143   | .253   | .101   | .051   | .152  |
|                                 | 54 |                | .117   | .151   | .199   | .050   | .081   | .082  |
|                                 | 55 |                | .344   | .340** | .380*  | .105   | .045   | .101  |
|                                 | 56 |                | .311   | .197   | .336*  | .113   | .043   | .149  |
| Student<br>Personnel            | 57 |                | .058   | .063   | .056   | .075   | .070   | .075  |
|                                 | 58 |                | .125   | .059   | .121   | .108   | .141   | .128  |
|                                 | 59 |                | .175   | .155   | .222   | .158   | .204*  | .338* |
|                                 | 60 |                | .146   | .165   | .132   | .144   | .095   | .086  |

Table 65 (continued)

|                      |    | Sig. Level | I-P    | I-D  | I-T    | P-D  | P-T    | D-T    |
|----------------------|----|------------|--------|------|--------|------|--------|--------|
| D $\infty$ .01       |    |            | .338   | .355 | .308   | .251 | .180   | .210   |
| D $\infty$ .05       |    |            | .282   | .296 | .257   | .209 | .150   | .175   |
| Task #               |    |            |        |      |        |      |        |        |
| Student<br>Personnel | 61 |            | .139   | .257 | .142   | .127 | .056   | .115   |
|                      | 62 |            | .197   | .183 | .264   | .057 | .133   | .116   |
|                      | 63 |            | .061   | .042 | .107   | .048 | .053   | .065   |
|                      | 64 |            | .173   | .102 | .160   | .080 | .209*  | .170   |
|                      | 65 |            | .283** | .207 | .107   | .114 | .196*  | .189** |
|                      | 66 |            | .355*  | .206 | .203   | .149 | .181*  | .119   |
|                      | 67 |            | .061   | .073 | .139   | .131 | .185*  | .074   |
|                      | 68 |            | .306** | .211 | .325*  | .171 | .067   | .238*  |
|                      | 69 |            | .107   | .085 | .192   | .096 | .132   | .227*  |
|                      | 70 |            | .117   | .070 | .076   | .049 | .072   | .097   |
|                      | 71 |            | .023   | .060 | .074   | .037 | .063   | .100   |
|                      | 72 |            | .073   | .051 | .102   | .022 | .054   | .057   |
|                      | 73 |            | .196   | .085 | .183   | .183 | .044   | .169   |
|                      | 74 |            | .222   | .185 | .113   | .190 | .287*  | .174   |
|                      | 75 |            | .154   | .096 | .243   | .103 | .089   | .170   |
| Teacher<br>Personnel | 76 |            | .079   | .157 | .063   | .108 | .112   | .219*  |
|                      | 77 |            | .176   | .087 | .245   | .125 | .075   | .178** |
|                      | 78 |            | .111   | .208 | .313*  | .098 | .254*  | .275*  |
|                      | 79 |            | .220   | .280 | .229   | .060 | .314*  | .314*  |
|                      | 80 |            | .176   | .145 | .118   | .154 | .168** | .074   |
|                      | 81 |            | .097   | .024 | .250   | .083 | .176** | .249*  |
|                      | 82 |            | .122   | .136 | .395*  | .065 | .343*  | .314*  |
|                      | 83 |            | .198   | .075 | .360*  | .130 | .162** | .292*  |
|                      | 84 |            | .134   | .107 | .185   | .065 | .069   | .079   |
|                      | 85 |            | .225   | .116 | .310*  | .108 | .170** | .193** |
|                      | 86 |            | .074   | .054 | .268** | .084 | .264*  | .215*  |
|                      | 87 |            | .166   | .086 | .163   | .087 | .284*  | .205** |
|                      | 88 |            | .015   | .193 | .270** | .202 | .279*  | .110   |

\*Significant at .01 level of probability.

\*\*Significant at .05 level of probability.